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ABSTRACT

Undergraduate academic advising services available at the University of California, Los Angeles (UCLA) was studied in 1979-80. One survey was sent to 114 deans, directors, and chairs of undergraduate and graduate programs, centers, and administrative units involved in academic advising to identify faculty and staff involved in academic advising. A second survey was distributed to faculty and staff counselors and advisors, and 146 responses were obtained. A third survey was distributed to deans, directors, and chairs involved in undergraduate education to determine perceptions regarding the role of the counselor. Sixteen responses were obtained. Information is provided on the following: educational background and training of academic counselors/advisors, types of services provided by counselors/advisors, administrative responsibilities, and perceived importance of academic advising. This information is provided separately for faculty, staff, overall departmental, departmental-staff, departmental-faculty, colleges, and support units, admissions, graduate programs-professional schools, graduate programs-academic, schools of nursing and public health, and overall campus. Based on the findings it is concluded that: the current level of financial support to advisory services at UCLA is grossly inadequate; UCLA is understaffed in terms of the number of undergraduates seeking counseling compared to the number of counselors available, both in the colleges and in the departments; and a significant number of respondents indicate that they feel a lack of recognition on the part of their particular unit and of the university regarding their professional status as counselors and advisors. Additional findings and recommendations are presented, and questionnaires are appended. (SW)

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ED215596

SURVEY OF
UNDERGRADUATE ACADEMIC ADVISING SERVICES
AVAILABLE AT THE
UNIVERSITY OF CALIFORNIA, LOS ANGELES

SUBMITTED BY THE

ORGANIZATION OF COUNSELORS AND ADVISORS TASK FORCE

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TASK FORCE MEMBERS:

Linda Palmer, Chair, Director of Counseling Services, College of Fine Arts

Bill Cooper, Assistant to the Director, Academic Advancement Program

Marde Gregory, Lecturer, Department of Speech/Journalism and Undergraduate Advisor, Communication Studies

Betty Riekes, Assistant to the Dean, College of Letters & Science and Assistant to the Dean, Division of Honors

Jules Zentner, Assistant Dean, College of Letters & Science

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John C. Ries, Associate Vice Chancellor, Undergraduate Affairs

Andrea L. Rich, Assistant Vice Chancellor, Instructional Development

Betty K. Levinson, Coordinator, Academic Resources

Support Staff: Mara Greene
Robert Gregory
Leann Hennig
Mark Noguchi
Janet Taenaka

All Deans, Directors, Chairs, Faculty Advisors and Staff Counselors who participated in the survey

LETTER FROM THE CHAIR

To the knowledge of the Task Force, this survey is the only study of its kind to date. We felt this assignment to be extremely important because of the increased concerns expressed about the counseling/advising services offered. We have endeavored to provide an objective report dealing only with those units which are directly involved in the academic counseling/advising of undergraduates at UCLA.

As Chairman of the Task Force, I personally wish to thank all members of the committee. They gave willingly of their time and efforts, above and beyond normal work hours, to realize the completion of this survey. The team effort exhibited in the planning, execution and development of this report is to be commended.

In addition, I wish to thank those members of the University community who responded to our questionnaires and provided assistance and support.

Linda Palmer

PREFACE

This report on Academic Advising Services was initiated by the Organization of Counselors and Advisors under the sponsorship of the Office of Undergraduate Programs. The Task Force appointed to conduct this survey was selected from the membership of OCA. The Organization was established in January 1977 as a direct result of a Counselors' Conference held in Ojai by Vice Chancellor John C. Ries, Undergraduate Affairs, in November 1976.

The purpose of the Organization is "to develop and enhance the quality of academic advising and counseling available to undergraduates at UCLA." Its goals are "1) to establish and maintain effective intra-counselor communications, 2) to enhance campuswide awareness of counseling services, 3) to provide an ongoing program of in-service training and 4) to provide a forum for the examination of counseling needs."

To this purpose the Organization has established a communications system between its respective units. Three publications for the dissemination of information have been developed: 1) a quarterly newsletter, 2) the "Counselorgram," which is a device for informing the membership about items of urgency and 3) the Counselors Directory.

In cooperation with staff personnel and faculty from a wide range of campus offices, informational workshops are conducted, in addition to the one general membership meeting per quarter which includes a main speaker. Many have volunteered their time to share information and experience with others in the group.

In 1978, the Organization began offering in-service training programs to its members on a limited basis. Included have been Assertion Training, Communication Techniques and Stress Management. The membership approved the establishment in 1978 of the Pat Stern Award, to be given on an annual basis to a staff counselor or faculty advisor in recognition of the contributions in the area of counseling/advising. In addition, for the past two years the Organization has invited student representatives from Orientation, ASK and the Office of Undergraduate Programs to participate in its activities.

The members of OCA are dedicated to promoting communication and cooperation between counselors, administrators and students at UCLA. They are committed in their desire to increase their skills and techniques and to the development of a sense of professionalism within their ranks.

INTRODUCTION

The Task Force on Academic Advising Services, as appointed by the Organization of Counselors and Advisors, respectfully submits this document as the culmination of a one-year (1979-80) study on the following charge:

GOAL: To clarify the role of the undergraduate counselor/advisor and to strengthen that role by identifying supports and services needed.

SCOPE: The study is divided into three parts: 1) a complete survey of academic counseling services provided by staff counselors, faculty advisors and selected University support units (Academic Advancement Program, Academic Student (K)Counseling and Orientation); 2) how departments/ Colleges/Schools view the role of the undergraduate staff counselor or faculty advisor; and 3) identification of what services or supports are needed to improve performance.

In accordance with that charge, we have attempted to accomplish the following results to improve service:

To identify and direct attention to the academic advising resources available to students on the UCLA campus

To identify strengths within the academic counseling/advising network

To indicate supports needed by counselors/advisors

RESEARCH DESIGN

In order to achieve the most comprehensive description of academic counseling services, the Task Force designed three separate surveys. The first of these (see Appendix A) was sent to 114 Deans, Directors and Chairs of undergraduate and graduate programs, centers and administrative units involved in academic advising in order to 1) familiarize them with the survey and its scope and 2) identify faculty and staff who are directly involved in academic advising. Seventy-three or 64% of these were returned.

The second study (see Appendix B) was distributed to faculty and staff counselors and advisors. An extensive questionnaire dealing with all areas of counseling and related administrative responsibilities received a response of 146 out of 253 or 58%, representing academic departments, Colleges, Schools and academic support units. These responses represent the most extensive survey of counseling services on the UCLA campus to date. Results appear in Sections I and II of this report.

The final survey was distributed to Deans, Directors and Chairs involved in undergraduate education (see Appendix C). The purpose of this survey was to ascertain perceptions regarding the role of the counselor. Of the 49 distributed, 16 or 33% were returned. Results appear in Section III of this report.

Combined, the responses from these three surveys are the basis of a series of recommendations (which appear in the Recommendations and Executive Summary sections) for improving academic services.

SECTION I

AVAILABLE ACADEMIC ADVISING SERVICES AT UCLA

CHAPTER 1

OVERALL CAMPUS

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	9.5	years
2. Average number of years served as counselor/advisor	6.7	years
3. Educational background for staff counselors		
a. No degree	8%	
b. AA degree	1%	
c. BA degree	24%	
d. Advanced degree	22%	
For faculty advisors		
e. Tenured	37	people
f. Non-tenured	25	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	8%	
b. Degree in field	23%	
c. Specific training program	12%	
d. Training by supervisor	44%	
e. Manuals, catalogs, etc	64%	
f. Trial and error	55%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	670.6	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	36%	
b. On a voluntary basis	80%	
c. By appointment	75%	
d. On a drop-in basis	82%	
e. Average number of hours available for advising per day	4.5	hours
2. Planning student course schedules	61%	
3. Keeping a record of appointments	50%	
4. Informing students of the complaint procedure within the unit	50%	
a. Percent of units with student complaint procedures	53%	
5. Advising/counseling graduate students	48%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	69%
a. On campus	97%
b. Off campus	38%
Regarding	
c. Major requirements	88%
d. Pre-professional opportunities	57%
e. General education requirements	69%
f. Eligibility for UCLA	54%
7. Participating in the Summer Orientation Program	34%
8. Participating in other summer programs	25%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	64%
b. Your department or unit	76%
c. Other departments or units	32%
2. Admission to UCLA	49%
3. Registration and enrollment	61%
4. General education requirements	58%
5. Major requirements	82%
6. Degree progress	75%
7. Vocational and career goals	77%
8. Personal problems and concerns	66%
9. Remedial work	32%
10. Academic resources and student improvement services (referrals)	53%
11. Program changes/new programs	64%
12. Campuswide student complaint procedures (academic)	20%
13. Undergraduate educational opportunities other than UCLA	31%
14. Financial aid	36%
15. Procedures for changing major/college	49%
16. Awards and academic honors	44%
17. Probation/subject to dismissal/minimum progress	47%
18. Internship programs (EXPO, departmental, etc)	21%
19. Post-graduate opportunities	56%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	29%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	44%
2. Developing junior college articulation agreements	17%
3. Planning departmental schedule of classes	29%
4. Revising and updating Catalog	54%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	60%
6. DSIR	8%
7. Budgeting	16%
8. Supervising staff	33%
9. Processing applications for admission	34%
10. Maintaining student files	49%
11. Processing student forms	48%
12. Maintaining enrollment records	33%
13. Serving on or consulting with academic policy committees	35%
14. Acting as liaison to other departments or programs	49%
15. Coordinating teacher evaluation	13%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to your unit?

Very important	57%
Important	24%
Somewhat important	9%
Not important	3%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	49%
Important	23%
Somewhat important	13%
Not important	3%

3. How do you think your students perceive your advising role/function?

Very important	44%
Important	33%
Somewhat important	12%
Not important	1%

4. How do you think the University perceives counseling/advising services?

Very important	23%
Important	32%
Somewhat important	25%
Not important	3%

SUMMARY OF CHAPTER 1

The data in this chapter represents the average of the entire campus, including staff and faculty, Colleges and Schools, departments, support units and Admissions.

Category 1

This category deals with the educational background of the respondents. It should be noted that 46% of the staff personnel have a bachelor's degree or higher (24% with BA; 22% with advanced degree). Under the section entitled "Preparation for Counseling/Advising Responsibilities," however, only 31% have a degree in counseling or the specific field (8% in counseling; 23% in the field of concentration). More faculty advisors with tenure (60%) responded to the survey than nontenured advisors (40%).

The largest source of information and training is the catalog and other manuals (64%). Next in line falls "trial and error" (55%), followed by "training by supervisor" (44%). According to the data, there is no systematic training program established by UCLA for preparing faculty advisors or staff counselors for their duties. Only a few units have developed a training program for their staff. It appears that what most counselors/advisors cannot discover from the catalog, they learn from their supervisors or by trial and error.

Category 2

Average number of students under jurisdiction of each counselor/advisor: 670.6 students

Average number of hours available for advising per day: 4.5 hours

Only 36% of the counselors/advisors require students to meet with them; 80% of the respondents list voluntary basis, which would indicate that the student must seek them out. (Some respondents indicate meeting with students both on a voluntary and a mandatory basis.) Sixty-one percent plan student course schedules.

Over 50% of those responding advise in the following areas:

Major requirements	82%
Vocational and career goals	77%
Academic rules and regulations of department/unit	76%
Degree progress	75%
Personal problems and concerns	66%

Academic rules and regulations of College/School	64%
Program changes/new programs	64%
Registration and enrollment	61%
General education requirements	58%
Post-graduate opportunities	56%
Academic resources (referrals)	53%

Less than 50% of those responding advise in the following areas:

Admission to UCLA	49%
Procedures for changing major/college	49%
Probation/subject to dismissal/minimum progress	47%
Awards and academic honors	44%
Financial aid	36%
Academic rules and regulations of other departments/units	32%
Remedial work	32%
Undergraduate educational opportunities other than UCLA	31%
Special programs	29%
Internship programs	21%
Campuswide student complaint procedures	20%

An evaluation of this distribution of advising services would indicate that the day-to-day operations/regulations and progress of students are handled by the majority of advisors. The data indicates that the more specialized information is handled by other resources concerned primarily with that particular area (e.g., financial aid).

In addition, 48% of the respondents counsel graduate students, and over two thirds (69%) advise prospective UCLA students (97% on campus; 38% off campus). The majority of information given deals with major and general education requirements. Thirty-four percent participate in Summer Orientation; 25% in other summer programs.

Category 3

This section of the questionnaire deals with fifteen administrative areas which are often assigned to the counselor/advisor.

Over 50% of those responding perform the following administrative responsibilities:

Preparing informational/advising publications	60%
Revising and updating Catalog	54%

Less than 50% of those responding perform the following administrative responsibilities:

Acting as liaison to other departments/programs	49%
Maintaining student files	49%
Processing student forms	48%
Answering student correspondence	44%
Serving on or consulting with academic policy committees	35%
Processing applications for admission	34%
Maintaining enrollment records	33%
Supervising staff	33%
Planning departmental schedule of classes	29%
Developing junior college articulation agreements	17%
Budgeting	16%
Coordinating teacher evaluation	13%
Data System of Instructional Resources (DSIR)	8%

It should be pointed out that certain types of these responsibilities (updating the catalog) are seasonal, whereas other assignments (processing student forms) are ongoing.

Category 4

This section deals with how the respondents perceive their role and how they think others perceive it. Eighty-one percent of the counselors/advisors feel their role is "very important" or "important." Considering these two classifications, supervisors receive 72%, students receive 77% and the University receives 55%.

CHAPTER 2

FACULTY

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	11.5	years
2. Average number of years served as counselor/advisor	7.4	years
3. Educational background for staff counselors		
a. No degree	NA	
b. AA degree	NA	
c. BA degree	NA	
d. Advanced degree	NA	
For faculty advisors		
e. Tenured	37	people
f. Non-tenured	25	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	0%	
b. Degree in field	21%	
c. Specific training program	8%	
d. Training by supervisor	20%	
e. Manuals, catalogs, etc	50%	
f. Trial and error	64%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	303	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	32%	
b. On a voluntary basis	71%	
c. By appointment	79%	
d. On a drop-in basis	76%	
e. Average number of hours available for advising per day	2.3	hours
2. Planning student course schedules	62%	
3. Keeping a record of appointments	45%	
4. Informing students of the complaint procedure within the unit	40%	
a. Percent of units with student complaint procedures	47%	
5. Advising/counseling graduate students	59%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	55%
a. On campus	97%
b. Off campus	42%
Regarding	
c. Major requirements	92%
d. Pre-professional opportunities	69%
e. General education requirements	64%
f. Eligibility for UCLA	47%
7. Participating in the Summer Orientation Program	24%
8. Participating in other summer programs	14%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	53%
b. Your department or unit	76%
c. Other departments or units	17%
2. Admission to UCLA	30%
3. Registration and enrollment	39%
4. General education requirements	42%
5. Major requirements	85%
6. Degree progress	85%
7. Vocational and career goals	79%
8. Personal problems and concerns	64%
9. Remedial work	29%
10. Academic resources and student improvement services (referrals)	36%
11. Program changes/new programs	58%
12. Campuswide student complaint procedures (academic)	9%
13. Undergraduate educational opportunities other than UCLA	18%
14. Financial aid	26%
15. Procedures for changing major/college	32%
16. Awards and academic honors	36%
17. Probation/subject to dismissal/minimum progress	39%
18. Internship programs (EXPO, departmental, etc)	9%
19. Post-graduate opportunities	56%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	9%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	29%
2. Developing junior college articulation agreements	9%
3. Planning departmental schedule of classes	38%
4. Revising and updating Catalog	64%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	52%
6. DSIR	3%
7. Budgeting	12%
8. Supervising staff	26%
9. Processing applications for admission	26%
10. Maintaining student files	36%
11. Processing student forms	32%
12. Maintaining enrollment records	26%
13. Serving on or consulting with academic policy committees	40%
14. Acting as liaison to other departments or programs	36%
15. Coordinating teacher evaluation	11%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to your unit?

Very important	47%
Important	26%
Somewhat important	15%
Not important	5%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	42%
Important	15%
Somewhat important	18%
Not important	5%

3. How do you think your students perceive your advising role/function?

Very important	35%
Important	33%
Somewhat important	17%
Not important	3%

4. How do you think the University perceives counseling/advising services?

Very important	14%
Important	32%
Somewhat important	27%
Not important	5%

SUMMARY OF CHAPTER 2

The data in this chapter represents the average of the faculty members responsible for counseling/advising.

Category 1

A majority of the respondents indicate that they prepare for their counseling responsibilities by "trial and error" (64%). This is followed by manuals and catalogs (50%), "degree in field" (21%), "training by supervisor" (20%) and "specific training program" (8%). None of them has a "degree in counseling."

Category 2

Average number of students under jurisdiction of each counselor/advisor: 303 students

Average number of hours available for advising per day: 2.3 hours

Seventy-one percent of the respondents meet with students on a voluntary basis, while 32% meet with them on a mandatory basis. Sixty-two percent plan student course schedules.

Over 50% of those responding advise in the following areas:

Degree progress	85%
Major requirements	85%
Vocational and career goals	79%
Academic rules and regulations of department/unit	76%
Personal problems and concerns	64%
Program changes/new programs	58%
Post-graduate opportunities	56%
Academic rules and regulations of College/School	53%

Less than 50% of those responding advise in the following areas:

General education requirements	42%
Probation/subject to dismissal/minimum progress	39%
Registration and enrollment	39%
Awards and academic honors	38%
Academic resources (referrals)	36%
Procedures for changing major/college	32%
Admission to UCLA	30%
Remedial work	29%
Financial aid	26%
Undergraduate educational opportunities other than UCLA	18%

Academic rules and regulations of other departments/units	17%
Campuswide student complaint procedures	9%
Internship programs	9%
Special programs	9%

In addition, 59% of the respondents counsel graduate students, and 55% advise prospective UCLA students (97% on campus; 42% off campus). Twenty-four percent participate in Summer Orientation; 14% in other summer programs.

Category 3

Over 50% of those responding perform the following administrative responsibilities:

Revising and updating Catalog	64%
Preparing informational/advising publications	52%

Less than 50% of those responding perform the following administrative responsibilities:

Serving on or consulting with academic policy committees	40%
Planning departmental schedule of classes	38%
Acting as liaison to other departments/programs	36%
Maintaining student files	36%
Processing student forms	32%
Answering student correspondence	29%
Maintaining enrollment records	26%
Processing applications for admission	26%
Supervising staff	26%
Budgeting	12%
Coordinating teacher evaluation	11%
Developing junior college articulation agreements	9%
Data System of Instructional Resources (DSIR)	3%

Items noted in this category are based on administrative responsibilities generally associated with counseling/advising and therefore do not include academic responsibilities.

Category 4

This section deals with the perceptions of the faculty members involved in counseling activities. Seventy-three percent feel their role is "very important" or "important." Considering these two classifications, supervisors receive 57%, students receive 68% and the University receives 46%.

CHAPTER 3

STAFF

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	7.9	years
2. Average number of years served as counselor/advisor	6.1	years
3. Educational background for staff counselors		
a. No degree	8%	
b. AA degree	1%	
c. BA degree	24%	
d. Advanced degree	22%	
For faculty advisors		
e. Tenured	NA	people
f. Non-tenured	NA	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	15%	
b. Degree in field	24%	
c. Specific training program	16%	
d. Training by supervisor	64%	
e. Manuals, catalogs, etc	75%	
f. Trial and error	49%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	973.9	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	40%	
b. On a voluntary basis	86%	
c. By appointment	73%	
d. On a drop-in basis	88%	
e. Average number of hours available for advising per day	6.32	hours
2. Planning student course schedules	60%	
3. Keeping a record of appointments	54%	
4. Informing students of the complaint procedure within the unit	59%	
a. Percent of units with student complaint procedures	58%	
5. Advising/counseling graduate students	39%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	81%
a. On campus	97%
b. Off campus	37%
Regarding	
c. Major requirements	86%
d. Pre-professional opportunities	51%
e. General education requirements	72%
f. Eligibility for UCLA	58%
7. Participating in the Summer Orientation Program	41%
8. Participating in other summer programs	34%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	73%
b. Your department or unit	76%
c. Other departments or units	44%
2. Admission to UCLA	64%
3. Registration and enrollment	79%
4. General education requirements	71%
5. Major requirements	80%
6. Degree progress	68%
7. Vocational and career goals	76%
8. Personal problems and concerns	68%
9. Remedial work	34%
10. Academic resources and student improvement services (referrals)	66%
11. Program changes/new programs	69%
12. Campuswide student complaint procedures (academic)	29%
13. Undergraduate educational opportunities other than UCLA	41%
14. Financial aid	44%
15. Procedures for changing major/college	64%
16. Awards and academic honors	49%
17. Probation/subject to dismissal/minimum progress	53%
18. Internship programs (EXPO, departmental, etc)	30%
19. Post-graduate opportunities	56%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	46%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	56%
2. Developing junior college articulation agreements	24%
3. Planning departmental schedule of classes	23%
4. Revising and updating Catalog	46%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	66%
6. DSIR	11%
7. Budgeting	19%
8. Supervising staff	39%
9. Processing applications for admission	41%
10. Maintaining student files	59%
11. Processing student forms	61%
12. Maintaining enrollment records	39%
13. Serving on or consulting with academic policy committees	31%
14. Acting as liaison to other departments or programs	60%
15. Coordinating teacher evaluation	15%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to your unit?

Very important	65%
Important	23%
Somewhat important	4%
Not important	1%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	54%
Important	29%
Somewhat important	9%
Not important	1%

3. How do you think your students perceive your advising role/function?

Very important	51%
Important	45%
Somewhat important	8%
Not important	0%

4. How do you think the University perceives counseling/advising services?

Very important	30%
Important	45%
Somewhat important	24%
Not important	1%

SUMMARY OF CHAPTER 3

The data in this chapter represents the average of the staff personnel responsible for counseling/advising in the Colleges and Schools, departments, support units and Admissions.

Category 1

Manuals and catalogs are the most highly used preparation for counseling responsibilities (75%), followed by "training by supervisor" (64%) and "trial and error" (49%). It should be noted that only 16% of the respondents have been through a "specific training program" and that 15% have a "degree in counseling."

Category 2

Average number of students under jurisdiction of each counselor/advisor: 973.9 students

Average number of hours available for advising per day: 6.3 hours

Eighty-six percent of the respondents meet with students on a voluntary basis, while 40% meet with them on a mandatory basis. Sixty percent plan student course schedules.

Over 50% of those responding advise in the following areas:

Major requirements	80%
Registration and enrollment	79%
Academic rules and regulations of department/unit	76%
Vocational and career goals	76%
Academic rules and regulations of College/School	73%
General education requirements	71%
Program changes/new programs	69%
Degree progress	68%
Personal problems and concerns	68%
Academic resources (referrals)	66%
Admission to UCLA	64%
Procedures for changing major/college	64%
Post-graduate opportunities	56%
Probation/subject to dismissal/minimum progress	53%

Less than 50% of those responding advise in the following areas:

Awards and academic honors	49%
Special programs	46%
Academic rules and regulations of other departments/units	44%

Financial aid	44%
Undergraduate educational opportunities other than UCLA	41%
Remedial work	34%
Internship programs	30%
Campuswide student complaint procedures	29%

In addition, 39% of the respondents counsel graduate students, and 81% advise prospective UCLA students (97% on campus; 37% off campus). Forty-one percent participate in Summer Orientation; 34% in other summer programs.

Category 3

Over 50% of those responding perform the following administrative responsibilities:

Preparing informational/advising publications	66%
Processing student forms	61%
Acting as liaison to other departments/programs	60%
Maintaining student files	59%
Answering student correspondence	56%

Less than 50% of those responding perform the following administrative responsibilities:

Revising and updating Catalog	46%
Processing applications for admission	41%
Maintaining enrollment records	39%
Supervising staff	39%
Serving on or consulting with academic policy committees	31%
Developing junior college articulation agreements	24%
Planning departmental schedule of classes	23%
Budgeting	19%
Coordinating teacher evaluation	15%
Data System of Instructional Resources (DSIR)	11%

The staff exceeds the faculty in twelve of the fifteen administrative areas, which is to be expected because of the teaching and research commitments of the faculty.

Category 4

This section deals with the perceptions of the staff personnel involved in counseling activities. Eighty-eight percent feel their role is "very important" or "important." Considering these two classifications, supervisors receive 83%, students receive 96% and the University receives 75%.

CHAPTER 4A

OVERALL DEPARTMENTAL

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	10.1	years
2. Average number of years served as counselor/advisor	5.5	years
3. Educational background for staff counselors		
a. No degree	NA	
b. AA degree	NA	
c. BA degree	NA	
d. Advanced degree	NA	
For faculty advisors		
e. Tenured	NA	people
f. Non-tenured	NA	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	3%	
b. Degree in field	27%	
c. Specific training program	11%	
d. Training by supervisor	29%	
e. Manuals, catalogs, etc	64%	
f. Trial and error	57%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	429	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	31%	
b. On a voluntary basis	81%	
c. By appointment	71%	
d. On a drop-in basis	87%	
e. Average number of hours available for advising per day	4.9	hours
2. Planning student course schedules	70%	
3. Keeping a record of appointments	47%	
4. Informing students of the complaint procedure within the unit	47%	
a. Percent of units with student complaint procedures	53%	
5. Advising/counseling graduate students	47%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	71%
a. On campus	71%
b. Off campus	20%
Regarding	
c. Major requirements	70%
d. Pre-professional opportunities	41%
e. General education requirements	46%
f. Eligibility for UCLA	29%
7. Participating in the Summer Orientation Program	37%
8. Participating in other summer programs	13%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	59%
b. Your department or unit	89%
c. Other departments or units	27%
2. Admission to UCLA	50%
3. Registration and enrollment	54%
4. General education requirements	59%
5. Major requirements	86%
6. Degree progress	84%
7. Vocational and career goals	76%
8. Personal problems and concerns	70%
9. Remedial work	29%
10. Academic resources and student improvement services (referrals)	44%
11. Program changes/new programs	63%
12. Campuswide student complaint procedures (academic)	17%
13. Undergraduate educational opportunities other than UCLA	34%
14. Financial aid	24%
15. Procedures for changing major/college	56%
16. Awards and academic honors	46%
17. Probation/subject to dismissal/minimum progress	37%
18. Internship programs (EXPO, departmental, etc)	19%
19. Post-graduate opportunities	57%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	29%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	57%
2. Developing junior college articulation agreements	23%
3. Planning departmental schedule of classes	47%
4. Revising and updating Catalog	71%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	63%
6. DSIR	14%
7. Budgeting	14%
8. Supervising staff	34%
9. Processing applications for admission	34%
10. Maintaining student files	51%
11. Processing student forms	57%
12. Maintaining enrollment records	41%
13. Serving on or consulting with academic policy committees	37%
14. Acting as liaison to other departments or programs	50%
15. Coordinating teacher evaluation	23%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to your unit?

Very important	56%
Important	24%
Somewhat important	11%
Not important	3%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	46%
Important	23%
Somewhat important	21%
Not important	1%

3. How do you think your students perceive your advising role/function?

Very important	34%
Important	37%
Somewhat important	17%
Not important	0%

4. How do you think the University perceives counseling/advising services?

Very important	24%
Important	29%
Somewhat important	31%
Not important	3%

SUMMARY OF CHAPTER 4A

The data in this chapter represents the average of the departmental staff personnel and faculty members responsible for counseling/advising.

Category 1

Manuals and catalogs (64%) and "trial and error" (57%) are most often cited as tools of preparation for counseling responsibilities, followed by "training by supervisor" (29%), "degree in field" (27%), "specific training program" (11%) and "degree in counseling" (3%).

Category 2

Average number of students under jurisdiction of each counselor/advisor: 429 students

Average number of hours available for advising per day: 4.9 hours

Eighty-one percent of the respondents meet with students on a voluntary basis, while 31% meet with them on a mandatory basis. Seventy percent plan student course schedules.

Over 50% of those responding advise in the following areas:

Academic rules and regulations of department/unit	89%
Major requirements	86%
Degree progress	84%
Vocational and career goals	76%
Personal problems and concerns	70%
Program changes/new programs	63%
Academic rules and regulations of College/School	59%
General education requirements	59%
Post-graduate opportunities	57%
Procedures for changing major/college	56%
Registration and enrollment	54%
Admission to UCLA	50%

Less than 50% of those responding advise in the following areas:

Awards and academic honors	46%
Academic resources (referrals)	44%
Probation/subject to dismissal/minimum progress	37%
Undergraduate educational opportunities other than UCLA	34%
Remedial work	29%
Special programs	29%

Academic rules and regulations of other departments/units	27%
Financial aid	24%
Internship programs	19%
Campuswide student complaint procedures	17%

In addition, 47% of the respondents counsel graduate students, and 71% advise prospective UCLA students (71% on campus; 29% off campus). Thirty-seven percent participate in Summer Orientation; 13% in other summer programs.

Category 3

Over 50% of those responding perform the following administrative responsibilities:

Revising and updating Catalog	71%
Preparing informational/advising publications	63%
Answering student correspondence	57%
Processing student forms	57%
Maintaining student files	51%
Acting as liaison to other departments/programs	50%

Less than 50% of those responding perform the following administrative responsibilities:

Planning departmental schedule of classes	47%
Maintaining enrollment records	41%
Serving on or consulting with academic policy committees	37%
Processing applications for admission	34%
Supervising staff	34%
Coordinating teacher evaluation	23%
Developing junior college articulation agreements	23%
Budgeting	14%
Data System of Instructional Resources (DSIR)	14%

Chapters 4B and 4C will indicate which of the above items are representative of staff personnel and which of faculty members.

Category 4

This section deals with the perceptions of the departmental staff and faculty personnel involved in counseling activities. Eighty percent feel their role is "very important" or "important." Considering these two classifications, supervisors receive 69%, students receive 71% and the University receives 53%.

CHAPTER 4B

DEPARTMENTAL - STAFF

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	7.6	years
2. Average number of years served as counselor/advisor	5.0	years
3. Educational background for staff counselors		
a. No degree	NA	
b. AA degree	NA	
c. BA degree	NA	
d. Advanced degree	NA	
For faculty advisors		
e. Tenured	NA	people
f. Non-tenured	NA	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	7%	
b. Degree in field	42%	
c. Specific training program	13%	
d. Training by supervisor	42%	
e. Manuals, catalogs, etc	77%	
f. Trial and error	48%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	651	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	29%	
b. On a voluntary basis	90%	
c. By appointment	68%	
d. On a drop-in basis	97%	
e. Average number of hours available for advising per day	7.0	hours
2. Planning student course schedules	74%	
3. Keeping a record of appointments	45%	
4. Informing students of the complaint procedure within the unit	65%	
a. Percent of units with student complaint procedures	68%	
5. Advising/counseling graduate students	48%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	42%
a. On campus	90%
b. Off campus	13%
Regarding	
c. Major requirements	87%
d. Pre-professional opportunities	45%
e. General education requirements	61%
f. Eligibility for UCLA	36%
7. Participating in the Summer Orientation Program	55%
8. Participating in other summer programs	16%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	81%
b. Your department or unit	94%
c. Other departments or units	36%
2. Admission to UCLA	61%
3. Registration and enrollment	84%
4. General education requirements	71%
5. Major requirements	90%
6. Degree progress	84%
7. Vocational and career goals	77%
8. Personal problems and concerns	77%
9. Remedial work	36%
10. Academic resources and student improvement services (referrals)	65%
11. Program changes/new programs	84%
12. Campuswide student complaint procedures (academic)	36%
13. Undergraduate educational opportunities other than UCLA	52%
14. Financial aid	16%
15. Procedures for changing major/college	81%
16. Awards and academic honors	55%
17. Probation/subject to dismissal/minimum progress	45%
18. Internship programs (EXPO, departmental, etc)	32%
19. Post-graduate opportunities	55%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	42%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	94%
2. Developing junior college articulation agreements	36%
3. Planning departmental schedule of classes	55%
4. Revising and updating Catalog	77%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	84%
6. DSIR	32%
7. Budgeting	16%
8. Supervising staff	48%
9. Processing applications for admission	42%
10. Maintaining student files	87%
11. Processing student forms	84%
12. Maintaining enrollment records	68%
13. Serving on or consulting with academic policy committees	42%
14. Acting as liaison to other departments or programs	65%
15. Coordinating teacher evaluation	42%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to your unit?

Very important	71%
Important	19%
Somewhat important	7%
Not important	3%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	48%
Important	29%
Somewhat important	23%
Not important	0%

3. How do you think your students perceive your advising role/function?

Very important	45%
Important	39%
Somewhat important	16%
Not important	0%

4. How do you think the University perceives counseling/advising services?

Very important	42%
Important	23%
Somewhat important	29%
Not important	3%

SUMMARY OF CHAPTER 4B

The data in this chapter represents the average of the departmental staff personnel responsible for counseling/advising.

Category 1

Manuals and catalogs are the most highly used preparation for counseling responsibilities (77%), followed by "trial and error" (48%). Forty-two percent of the respondents indicate that they are trained by a supervisor, 42% have a "degree in field," 13% participate in a "specific training program," and 7% have a "degree in counseling."

Category 2

Average number of students under jurisdiction of each counselor/advisor: 651 students

Average number of hours available for advising per day: 7.0 hours

Ninety percent of the respondents meet with students on a voluntary basis, while 29% meet with them on a mandatory basis. Seventy-four percent plan student course schedules.

Over 50% of those responding advise in the following areas:

Academic rules and regulations of department/unit	94%
Major requirements	90%
Degree progress	84%
Program changes/new programs	84%
Registration and enrollment	84%
Academic rules and regulations of College/School	81%
Procedures for changing major/college	81%
Personal problems and concerns	77%
Vocational and career goals	77%
General education requirements	71%
Academic resources (referrals)	65%
Admission to UCLA	61%
Awards and academic honors	55%
Post-graduate opportunities	55%
Undergraduate educational opportunities other than UCLA	52%

Less than 50% of those responding advise in the following areas:

Probation/subject to dismissal/minimum progress	45%
Special programs	42%

Academic rules and regulations of other departments/units	36%
Campuswide student complaint procedures	36%
Remedial work	36%
Internship programs	32%
Financial aid	16%

In addition, 48% of the respondents counsel graduate students, and 42% advise prospective UCLA students (90% on campus; 13% off campus). Fifty-five percent participate in Summer Orientation; 16% in other summer programs.

Category 3

Over 50% of those responding perform the following administrative responsibilities:

Answering student correspondence	94%
Maintaining student files	87%
Preparing informational/advising publications	84%
Processing student forms	84%
Revising and updating Catalog	77%
Maintaining enrollment records	68%
Acting as liaison to other departments/programs	65%
Planning departmental schedule of classes	55%

Less than 50% of those responding perform the following administrative responsibilities:

Supervising staff	48%
Coordinating teacher evaluation	42%
Processing applications for admission	42%
Serving on or consulting with academic policy committees	42%
Developing junior college articulation agreements	36%
Data System of Instructional Resources (DSIR)	32%
Budgeting	16%

Category 4

This section deals with the perceptions of the departmental staff personnel involved in counseling activities. Ninety percent feel their role is "very important" or "important." Considering these two classifications, supervisors receive 77%, students receive 84% and the University receives 65%.

CHAPTER 4C

DEPARTMENTAL - FACULTY

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	11.7	years
2. Average number of years served as counselor/advisor	4.9	years
3. Educational background for staff counselors		
a. No degree	NA	
b. AA degree	NA	
c. BA degree	NA	
d. Advanced degree	NA	
For faculty advisors		
e. Tenured	NA	people
f. Non-tenured	NA	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	0%	
b. Degree in field	18%	
c. Specific training program	10%	
d. Training by supervisor	15%	
e. Manuals, catalogs, etc	50%	
f. Trial and error	65%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	199	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	33%	
b. On a voluntary basis	78%	
c. By appointment	75%	
d. On a drop-in basis	78%	
e. Average number of hours available for advising per day	3.0	hours
2. Planning student course schedules	68%	
3. Keeping a record of appointments	50%	
4. Informing students of the complaint procedure within the unit	35%	
a. Percent of units with student complaint procedures	43%	
5. Advising/counseling graduate students	45%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	58%
a. On campus	58%
b. Off campus	25%
Regarding	
c. Major requirements	55%
d. Pre-professional opportunities	40%
e. General education requirements	33%
f. Eligibility for UCLA	23%
7. Participating in the Summer Orientation Program	23%
8. Participating in other summer programs	10%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	43%
b. Your department or unit	85%
c. Other departments or units	20%
2. Admission to UCLA	40%
3. Registration and enrollment	33%
4. General education requirements	45%
5. Major requirements	83%
6. Degree progress	85%
7. Vocational and career goals	75%
8. Personal problems and concerns	60%
9. Remedial work	28%
10. Academic resources and student improvement services (referrals)	30%
11. Program changes/new programs	48%
12. Campuswide student complaint procedures (academic)	5%
13. Undergraduate educational opportunities other than UCLA	23%
14. Financial aid	25%
15. Procedures for changing major/college	38%
16. Awards and academic honors	40%
17. Probation/subject to dismissal/minimum progress	30%
18. Internship programs (EXPO, departmental, etc)	10%
19. Post-graduate opportunities	60%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	18%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	30%
2. Developing junior college articulation agreements	13%
3. Planning departmental schedule of classes	43%
4. Revising and updating Catalog	65%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	50%
6. DSIR	0%
7. Budgeting	15%
8. Supervising staff	25%
9. Processing applications for admission	23%
10. Maintaining student files	28%
11. Processing student forms	35%
12. Maintaining enrollment records	23%
13. Serving on or consulting with academic policy committees	33%
14. Acting as liaison to other departments or programs	40%
15. Coordinating teacher evaluation	10%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to your unit?

Very important	45%
Important	28%
Somewhat important	15%
Not important	3%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	45%
Important	18%
Somewhat important	20%
Not important	3%

3. How do you think your students perceive your advising role/function?

Very important	30%
Important	35%
Somewhat important	18%
Not important	0%

4. How do you think the University perceives counseling/advising services?

Very important	10%
Important	33%
Somewhat important	35%
Not important	3%

SUMMARY OF CHAPTER 4C

The data in this chapter represents the average of the departmental faculty members responsible for counseling/advising.

Category 1

The preparatory tools used by the respondents are "trial and error" (65%), manuals and catalogs (50%), "degree in field" (18%), "training by supervisor" (15%) and "specific training program" (10%). None of them has a "degree in counseling."

Category 2

Average number of students under jurisdiction of each counselor/advisor: 199 students

Average number of hours available for advising per day: 3.0 hours

Seventy-eight percent of the respondents meet with students on a voluntary basis, while 33% meet with them on a mandatory basis. Sixty-eight percent plan student course schedules.

Over 50% of those responding advise in the following areas:

Academic rules and regulations of department/unit	85%
Degree progress	85%
Major requirements	83%
Vocational and career goals	75%
Personal problems and concerns	60%
Post-graduate opportunities	60%

Less than 50% of those responding advise in the following areas:

Program changes/new programs	48%
General education requirements	45%
Academic rules and regulations of College/School	43%
Admission to UCLA	40%
Awards and academic honors	40%
Procedures for changing major/college	38%
Registration and enrollment	33%
Academic resources (referrals)	30%
Probation/subject to dismissal/minimum progress	30%
Remedial work	28%
Financial aid	25%
Undergraduate educational opportunities other than UCLA	23%

Academic rules and regulations of other departments/units	20%
Special programs	18%
Internship programs	10%
Campuswide student complaint procedures	5%

In addition, 45% of the respondents counsel graduate students, and 58% advise prospective UCLA students (58% on campus; 25% off campus). Twenty-three percent participate in Summer Orientation; 10% in other summer programs.

Category 3

Over 50% of those responding perform the following administrative responsibilities:

Revising and updating Catalog	65%
Preparing informational/advising publications	50%

Less than 50% of those responding perform the following administrative responsibilities:

Planning departmental schedule of classes	43%
Acting as liaison to other departments/programs	40%
Processing student forms	35%
Serving on or consulting with academic policy committees	33%
Answering student correspondence	30%
Maintaining student files	28%
Supervising staff	25%
Maintaining enrollment records	23%
Processing applications for admission	23%
Budgeting	15%
Developing junior college articulation agreements	13%
Coordinating teacher evaluation	10%
Data System of Instructional Resources (DSIR)	0%

Items noted in this category are based on administrative responsibilities generally associated with counseling/advising and therefore do not include academic responsibilities.

Category 4

This section deals with the perceptions of the departmental faculty members involved in counseling activities. Seventy-three percent feel their role is "very important" or "important." Considering these two classifications, supervisors receive 63%, students receive 65% and the University receives 43%.

CHAPTER 5

COLLEGES

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	10.9	years
2. Average number of years served as counselor/advisor	7.1	years
3. Educational background for staff counselors		
a. No degree	NA	
b. AA degree	NA	
c. BA degree	NA	
d. Advanced degree	NA	
For faculty advisors		
e. Tenured	NA	people
f. Non-tenured	NA	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	46%	
b. Degree in field	8%	
c. Specific training program	31%	
d. Training by supervisor	92%	
e. Manuals, catalogs, etc	100%	
f. Trial and error	38%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	1293	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	69%	
b. On a voluntary basis	85%	
c. By appointment	100%	
d. On a drop-in basis	100%	
e. Average number of hours available for advising per day	5.6	hours
2. Planning student course schedules	100%	
3. Keeping a record of appointments	100%	
4. Informing students of the complaint procedure within the unit	67%	
a. Percent of units with student complaint procedures	67%	
5. Advising/counseling graduate students	0%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	31%
a. On campus	31%
b. Off campus	31%
Regarding	
c. Major requirements	100%
d. Pre-professional opportunities	75%
e. General education requirements	100%
f. Eligibility for UCLA	25%
7. Participating in the Summer Orientation Program	31%
8. Participating in other summer programs	62%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	100%
b. Your department or unit	69%
c. Other departments or units	85%
2. Admission to UCLA	8%
3. Registration and enrollment	92%
4. General education requirements	100%
5. Major requirements	100%
6. Degree progress	100%
7. Vocational and career goals	77%
8. Personal problems and concerns	69%
9. Remedial work	54%
10. Academic resources and student improvement services (referrals)	100%
11. Program changes/new programs	100%
12. Campuswide student complaint procedures (academic)	62%
13. Undergraduate educational opportunities other than UCLA	62%
14. Financial aid	15%
15. Procedures for changing major/college	100%
16. Awards and academic honors	46%
17. Probation/subject to dismissal/minimum progress	100%
18. Internship programs (EXPO, departmental, etc)	31%
19. Post-graduate opportunities	46%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	77%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	23%
2. Developing junior college articulation agreements	15%
3. Planning departmental schedule of classes	0%
4. Revising and updating Catalog	31%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	38%
6. DSIR	0%
7. Budgeting	8%
8. Supervising staff	8%
9. Processing applications for admission	0%
10. Maintaining student files	31%
11. Processing student forms	62%
12. Maintaining enrollment records	0%
13. Serving on or consulting with academic policy committees	8%
14. Acting as liaison to other departments or programs	46%
15. Coordinating teacher evaluation	0%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to your unit?

Very important	62%
Important	31%
Somewhat important	8%
Not important	0%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	54%
Important	46%
Somewhat important	0%
Not important	0%

3. How do you think your students perceive your advising role/function?

Very important	46%
Important	54%
Somewhat important	0%
Not important	0%

4. How do you think the University perceives counseling/advising services?

Very important	31%
Important	31%
Somewhat important	31%
Not important	0%

SUMMARY OF CHAPTER 5

The data in this chapter represents the average of the staff personnel responsible for counseling/advising in the College of Letters and Science and the College of Fine Arts.

Category 1

Manuals and catalogs are the most highly used preparation for counseling responsibilities (100%), followed closely by "training by supervisor" (92%). All other areas are less than 50% and could be considered supplemental. It should be noted that 46% of the personnel in the Colleges have degrees in counseling.

Category 2

Average number of students under jurisdiction of each counselor/advisor: 1293 students

Average number of hours available for advising per day: 5.6 hours

The data reflects that students are able to secure advising from the Colleges quite readily, since 100% of the respondents indicate they see students both on a drop-in basis and by appointment. Again, 100% plan student course schedules and keep records of those appointments.

Over 50% of those responding advise in the following areas:

Academic resources (referrals)	100%
Academic rules and regulations of College/School	100%
Degree progress	100%
General education requirements	100%
Major requirements	100%
Probation/subject to dismissal/minimum progress	100%
Procedures for changing major/college	100%
Program changes/new programs	100%
Registration and enrollment	92%
Academic rules and regulations of other departments/units	85%
Special programs	77%
Vocational and career goals	77%
Academic rules and regulations of department/unit	69%
Personal problems and concerns	69%
Campuswide student complaint procedures	62%
Undergraduate educational opportunities other than UCLA	62%
Remedial work	54%

Less than 50% of those responding advise in the following areas:

Awards and academic honors	46%
Post-graduate opportunities	46%
Internship programs	31%
Financial aid	15%
Admission to UCLA	8%

With respect to advising of prospective UCLA students, specific personnel in each College have been designated to work with this population. The prime areas of concern in discussing UCLA are major and general education requirements. At the time of this survey, participation in Summer Orientation and other summer programs was voluntary. This is no longer the case; all counselors in the Colleges are now expected to participate.

Category 3

Over 50% of those responding perform the following administrative responsibilities:

Processing student forms	62%

Less than 50% of those responding perform the following administrative responsibilities:

Acting as liaison to other departments/programs	46%
Preparing informational/advising publications	38%
Maintaining student files	31%
Revising and updating Catalog	31%
Answering student correspondence	23%
Developing junior college articulation agreements	15%
Budgeting	8%
Serving on or consulting with academic policy committees	8%
Supervising staff	8%
Coordinating teacher evaluation	0%
Data System of Instructional Resources (DSIR)	0%
Maintaining enrollment records	0%
Planning departmental schedule of classes	0%
Processing applications for admission	0%

Category 4

This section deals with the perceptions of the staff personnel in the Colleges involved in counseling activities. Ninety-three percent feel their role is "very important" or "important." Considering these two classifications, supervisors receive 100%, students receive 100% and the University receives 62%.

CHAPTER 6

SUPPORT UNITS

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	6.9	years
2. Average number of years served as counselor/advisor	5.8	years
3. Educational background for staff counselors		
a. No degree	NA	
b. AA degree	NA	
c. BA degree	NA	
d. Advanced degree	NA	
For faculty advisors		
e. Tenured	NA	people
f. Non-tenured	NA	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	13%	
b. Degree in field	19%	
c. Specific training program	25%	
d. Training by supervisor	88%	
e. Manuals, catalogs, etc	63%	
f. Trial and error	56%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	909	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	44%	
b. On a voluntary basis	81%	
c. By appointment	69%	
d. On a drop-in basis	88%	
e. Average number of hours available for advising per day	6.8	hours
2. Planning student course schedules	38%	
3. Keeping a record of appointments	44%	
4. Informing students of the complaint procedure within the unit	38%	
a. Percent of units with student complaint procedures	31%	
5. Advising/counseling graduate students	13%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	100%
a. On campus	94%
b. Off campus	56%
Regarding	
c. Major requirements	56%
d. Pre-professional opportunities	38%
e. General education requirements	56%
f. Eligibility for UCLA	75%
7. Participating in the Summer Orientation Program	31%
8. Participating in other summer programs	38%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	31%
b. Your department or unit	38%
c. Other departments or units	44%
2. Admission to UCLA	81%
3. Registration and enrollment	69%
4. General education requirements	63%
5. Major requirements	63%
6. Degree progress	19%
7. Vocational and career goals	63%
8. Personal problems and concerns	63%
9. Remedial work	25%
10. Academic resources and student improvement services (referrals)	63%
11. Program changes/new programs	25%
12. Campuswide student complaint procedures (academic)	19%
13. Undergraduate educational opportunities other than UCLA	63%
14. Financial aid	69%
15. Procedures for changing major/college	44%
16. Awards and academic honors	63%
17. Probation/subject to dismissal/minimum progress	25%
18. Internship programs (EXPO, departmental, etc)	38%
19. Post-graduate opportunities	50%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	75%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	50%
2. Developing junior college articulation agreements	31%
3. Planning departmental schedule of classes	0%
4. Revising and updating Catalog	13%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	56%
6. DSIR	0%
7. Budgeting	38%
8. Supervising staff	50%
9. Processing applications for admission	63%
10. Maintaining student files	38%
11. Processing student forms	31%
12. Maintaining enrollment records	7%
13. Serving on or consulting with academic policy committees	25%
14. Acting as liaison to other departments or programs	75%
15. Coordinating teacher evaluation	0%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to your unit?

Very important	88%
Important	13%
Somewhat important	0%
Not important	0%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	81%
Important	19%
Somewhat important	0%
Not important	0%

3. How do you think your student perceive your advising role/function?

Very important	94%
Important	7%
Somewhat important	0%
Not important	0%

4. How do you think the University perceives counseling/advising services?

Very important	19%
Important	63%
Somewhat important	19%
Not important	0%

SUMMARY OF CHAPTER 6

The data in this chapter represents the average of the support unit staff personnel responsible for counseling/advising.

Category 1

A majority of the respondents indicate that they prepare for their counseling responsibilities through "training by supervisor" (88%). This is followed by manuals and catalogs (63%), "trial and error" (56%), "specific training program" (25%), "degree in field" (19%) and "degree in counseling" (13%).

Category 2

Average number of students under jurisdiction of each counselor/advisor: 909 students

Average number of hours available for advising per day: 6.8 hours

Eighty-one percent of the respondents meet with students on a voluntary basis, while 44% meet with them on a mandatory basis. Thirty-eight percent plan student course schedules.

Over 50% of those responding advise in the following areas:

Admission to UCLA	81%
Special programs	75%
Financial aid	69%
Registration and enrollment	69%
Academic resources (referrals)	63%
Awards and academic honors	63%
General education requirements	63%
Major requirements	63%
Personal problems and concerns	63%
Undergraduate educational opportunities other than UCLA	63%
Vocational and career goals	63%
Post-graduate opportunities	50%

Less than 50% of those responding advise in the following areas:

Academic rules and regulations of other departments/units	44%
Procedures for changing major/college	44%
Academic rules and regulations of department/unit	38%
Internship programs	38%
Academic rules and regulations of College/School	31%
Probation/subject to dismissal/minimum progress	25%

Program changes/new programs	25%
Remedial work	25%
Campuswide student complaint procedures	19%
Degree progress	19%

In addition, 13% of the respondents counsel graduate students, and 100% advise prospective UCLA students (94% on campus; 56% off campus). Thirty-one percent participate in Summer Orientation; 38% in other summer programs.

Category 3

Over 50% of those responding perform the following administrative responsibilities:

Acting as liaison to other departments/programs	75%
Processing applications for admission	63%
Preparing informational/advising publications	56%
Answering student correspondence	50%
Supervising staff	50%

Less than 50% of those responding perform the following administrative responsibilities:

Budgeting	38%
Maintaining student files	38%
Developing junior college articulation agreements	31%
Processing student forms	31%
Serving on or consulting with academic policy committees	25%
Revising and updating Catalog	13%
Maintaining enrollment records	7%
Coordinating teacher evaluation	0%
Data System of Instructional Resources (DSIR)	0%
Planning departmental schedule of classes	0%

Category 4

This section deals with the perceptions of the support unit staff personnel involved in counseling activities. One hundred percent feel their role is "very important" or "important." Considering these two classifications, supervisors receive 100%, students receive 100% and the University receives 82%.

CHAPTER 7

ADMISSIONS

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	10.2	years
2. Average number of years served as counselor/advisor	8.5	years
3. Educational background for staff counselors		
a. No degree	NA	
b. AA degree	NA	
c. BA degree	NA	
d. Advanced degree	NA	
For faculty advisors		
e. Tenured	NA	people
f. Non-tenured	NA	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	0%	
b. Degree in field	12%	
c. Specific training program	25%	
d. Training by supervisor	100%	
e. Manuals, catalogs, etc	75%	
f. Trial and error	67%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	NA	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	25%	
b. On a voluntary basis	75%	
c. By appointment	75%	
d. On a drop-in basis	87%	
e. Average number of hours available for advising per day	8.0	hours
2. Planning student course schedules	12%	
3. Keeping a record of appointments	37%	
4. Informing students of the complaint procedure within the unit	25%	
a. Percent of units with student complaint procedures	25%	
5. Advising/counseling graduate students	0%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	100%
a. On campus	100%
b. Off campus	87%
Regarding	
c. Major requirements	87%
d. Pre-professional opportunities	37%
e. General education requirements	62%
f. Eligibility for UCLA	100%
7. Participating in the Summer Orientation Program	12%
8. Participating in other summer programs	25%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	0%
b. Your department or unit	12%
c. Other departments or units	0%
2. Admission to UCLA	100%
3. Registration and enrollment	25%
4. General education requirements	50%
5. Major requirements	75%
6. Degree progress	0%
7. Vocational and career goals	37%
8. Personal problems and concerns	37%
9. Remedial work	12%
10. Academic resources and student improvement services (referrals)	50%
11. Program changes/new programs	12%
12. Campuswide student complaint procedures (academic)	12%
13. Undergraduate educational opportunities other than UCLA	75%
14. Financial aid	50%
15. Procedures for changing major/college	12%
16. Awards and academic honors	37%
17. Probation/subject to dismissal/minimum progress	0%
18. Internship programs (EXPO, departmental, etc)	12%
19. Post-graduate opportunities	25%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	50%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	37%
2. Developing junior college articulation agreements	75%
3. Planning departmental schedule of classes	0%
4. Revising and updating Catalog	12%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	87%
6. DSIR	0%
7. Budgeting	25%
8. Supervising staff	37%
9. Processing applications for admission	100%
10. Maintaining student files	37%
11. Processing student forms	12%
12. Maintaining enrollment records	0%
13. Serving on or consulting with academic policy committees	25%
14. Acting as liaison to other departments or programs	75%
15. Coordinating teacher evaluation	0%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to your unit?

Very important	88%
Important	12%
Somewhat important	0%
Not important	0%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	75%
Important	25%
Somewhat important	0%
Not important	0%

3. How do you think your students perceive your advising role/function?

Very important	100%
Important	0%
Somewhat important	0%
Not important	0%

4. How do you think the University perceives counseling/advising services?

Very important	25%
Important	50%
Somewhat important	25%
Not important	0%

SUMMARY OF CHAPTER 7

The data in this chapter represents the average of the Undergraduate Admissions staff personnel. The reader is requested to consider the information in this chapter with a different perspective. The personnel in this unit deal specifically with the prospective UCLA student population, and their counseling activities should be viewed in this respect.

Category 1

One hundred percent of the respondents indicate that they prepare for their counseling responsibilities through "training by supervisor," followed by manuals and catalogs (75%) and "trial and error" (67%).

Category 2

Average number of students under jurisdiction of each counselor/advisor: 0 students

Average number of hours available for advising per day: 8.0 hours

Seventy-five percent of the respondents meet with prospective UCLA students on a voluntary basis and 25% meet with them on a mandatory basis regarding eligibility for UCLA (100%), major requirements (87%) and general education requirements (62%). Twelve percent plan student course schedules.

Over 50% of those responding advise in the following areas:

Admission to UCLA	100%
Major requirements	75%
Undergraduate educational opportunities other than UCLA	75%
Academic resources (referrals)	50%
Financial aid	50%
General education requirements	50%
Special programs	50%

Less than 50% of those responding advise in the following areas:

Awards and academic honors	37%
Personal problems and concerns	37%
Vocational and career goals	37%
Post-graduate opportunities	25%
Registration and enrollment	25%
Academic rules and regulations of department/unit	12%
Campuswide student complaint procedures	12%
Internship programs	12%

Procedures for changing major/college	12%
Program changes/new programs	12%
Remedial work	12%
Academic rules and regulations of College/School	0%
Academic rules and regulations of other departments/units	0%
Degree progress	0%
Probation/subject to dismissal/minimum progress	0%

Category 3

Over 50% of those responding perform the following administrative responsibilities:

Processing applications for admission	100%
Preparing informational/advising publications	87%
Acting as liaison to other departments/programs	75%
Developing junior college articulation agreements	75%

Less than 50% of those responding perform the following administrative responsibilities:

Answering student correspondence	37%
Maintaining student files	37%
Supervising staff	37%
Budgeting	25%
Serving on or consulting with academic policy committees	25%
Processing student forms	12%
Revising and updating Catalog	12%
Coordinating teacher evaluation	0%
Data System of Instructional Resources (DSIR)	0%
Maintaining enrollment records	0%
Planning departmental schedule of classes	0%

Category 4

This section deals with the perceptions of the Undergraduate Admissions staff personnel involved in counseling activities. One hundred percent feel their role is "very important" or "important." Considering these two classifications, supervisors receive 100%, students receive 100% (all in "very important") and the University receives 75%.

CHAPTER 8A

GRADUATE PROGRAMS - PROFESSIONAL SCHOOLS

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	9.9	years
2. Average number of years served as counselor/advisor	7.46	years
3. Educational background for staff counselors		
a. No degree	NA	
b. AA degree	NA	
c. BA degree	NA	
d. Advanced degree	NA	
For faculty advisors		
e. Tenured	NA	people
f. Non-tenured	NA	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	5%	
b. Degree in field	23%	
c. Specific training program	3%	
d. Training by supervisor	44%	
e. Manuals, catalogs, etc	54%	
f. Trial and error	54%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	401	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	41%	
b. On a voluntary basis	92%	
c. By appointment	85%	
d. On a drop-in basis	87%	
e. Average number of hours available for advising per day	4.6	hours
2. Planning student course schedules	46%	
3. Keeping a record of appointments	44%	
4. Informing students of the complaint procedure within the unit	49%	
a. Percent of units with student complaint procedures	64%	
5. Advising/counseling graduate students	90%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	72%
a. On campus	69%
b. Off campus	49%
Regarding	
c. Major requirements	64%
d. Pre-professional opportunities	41%
e. General education requirements	59%
f. Eligibility for UCLA	51%
7. Participating in the Summer Orientation Program	33%
8. Participating in other summer programs	26%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	72%
b. Your department or unit	80%
c. Other departments or units	18%
2. Admission to UCLA	56%
3. Registration and enrollment	62%
4. General education requirements	49%
5. Major requirements	85%
6. Degree progress	77%
7. Vocational and career goals	87%
8. Personal problems and concerns	72%
9. Remedial work	36%
10. Academic resources and student improvement services (referrals)	56%
11. Program changes/new programs	64%
12. Campuswide student complaint procedures (academic)	18%
13. Undergraduate educational opportunities other than UCLA	10%
14. Financial aid	44%
15. Procedures for changing major/college	31%
16. Awards and academic honors	39%
17. Probation/subject to dismissal/minimum progress	62%
18. Internship programs (EXPO, departmental, etc)	15%
19. Post-graduate opportunities	72%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	8%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	41%
2. Developing junior college articulation agreements	5%
3. Planning departmental schedule of classes	28%
4. Revising and updating Catalog	62%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	67%
6. DSIR	5%
7. Budgeting	15%
8. Supervising staff	33%
9. Processing applications for admission	41%
10. Maintaining student files	54%
11. Processing student forms	44%
12. Maintaining enrollment records	36%
13. Serving on or consulting with academic policy committees	51%
14. Acting as liaison to other departments or programs	39%
15. Coordinating teacher evaluation	10%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to your unit?

Very important	55%
Important	31%
Somewhat important	8%
Not important	5%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	46%
Important	18%
Somewhat important	13%
Not important	5%

3. How do you think your students perceive your advising role/function?

Very important	44%
Important	39%
Somewhat important	10%
Not important	5%

4. How do you think the University perceives counseling/advising services?

Very important	23%
Important	36%
Somewhat important	18%
Not important	5%

SUMMARY OF CHAPTER 8A

The data in this chapter represents the average of the graduate professional school personnel responsible for counseling/advising. The reader is requested to consider the information in this chapter with a different perspective. The personnel in this unit deal primarily with the graduate student population, and their counseling activities should be viewed in this respect.

Category 1

A majority of the respondents indicate that they prepare for their counseling responsibilities by "trial and error" (54%) and manuals and catalogs (54%), followed by "training by supervisor" (44%), "degree in field" (23%), "degree in counseling" (5%) and "specific training program" (3%).

Category 2

Average number of students under jurisdiction of each counselor/advisor: 401 students

Average number of hours available for advising per day: 4.6 hours

Ninety-two percent of the respondents meet with students on a voluntary basis, while 41% meet with them on a mandatory basis. Forty-six percent plan student course schedules.

Over 50% of those responding advise in the following areas:

Vocational and career goals	87%
Major requirements	85%
Academic rules and regulations of department/unit	80%
Degree progress	77%
Academic rules and regulations of College/School	72%
Personal problems and concerns	72%
Post-graduate opportunities	72%
Program changes/new programs	64%
Probation/subject to dismissal/minimum progress	62%
Registration and enrollment	62%
Academic resources (referrals)	56%
Admission to UCLA	56%

Less than 50% of those responding advise in the following areas:

General education requirements	49%
Financial aid	44%
Awards and academic honors	39%
Remedial work	36%

Procedures for changing major/college	31%
Academic rules and regulations of other departments/units	18%
Campuswide student complaint procedures	18%
Internship programs	15%
Undergraduate educational opportunities other than UCLA	10%
Special programs	8%

In addition, 72% of the respondents advise prospective UCLA students (69% on campus; 49% off campus). Thirty-three percent participate in Summer Orientation; 26% in other summer programs.

Category 3

Over 50% of those responding perform the following administrative responsibilities:

Preparing informational/advising publications	67%
Revising and updating Catalog	62%
Maintaining student files	54%
Serving on or consulting with academic policy committees	51%

Less than 50% of those responding perform the following administrative responsibilities:

Processing student forms	44%
Answering student correspondence	41%
Processing applications for admission	41%
Acting as liaison to other departments/programs	39%
Maintaining enrollment records	36%
Supervising staff	33%
Planning departmental schedule of classes	28%
Budgeting	15%
Coordinating teacher evaluation	10%
Data System of Instructional Resources (DSIR)	5%
Developing junior college articulation agreements	5%

Graduate school personnel do not deal with administrative responsibilities oriented for undergraduates.

Category 4

This section deals with the perceptions of the graduate professional school personnel involved in counseling activities. Eighty-six percent feel their role is "very important" or "important." Considering these two classifications, supervisors receive 64%, students receive 83% and the University receives 59%.

CHAPTER 8B

GRADUATE PROGRAMS - ACADEMIC

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	8.7	years
2. Average number of years served as counselor/advisor	5.8	years
3. Educational background for staff counselors		
a. No degree	NA	
b. AA degree	NA	
c. BA degree	NA	
d. Advanced degree	NA	
For faculty advisors		
e. Tenured	NA	people
f. Non-tenured	NA	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	5%	
b. Degree in field	38%	
c. Specific training program	5%	
d. Training by supervisor	29%	
e. Manuals, catalogs, etc	81%	
f. Trial and error	67%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	109	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	24%	
b. On a voluntary basis	76%	
c. By appointment	76%	
d. On a drop-in basis	95%	
e. Average number of hours available for advising per day	4.4	hours
2. Planning student course schedules	52%	
3. Keeping a record of appointments	33%	
4. Informing students of the complaint procedure within the unit	48%	
a. Percent of units with student complaint procedures	57%	
5. Advising/counseling graduate students	91%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	86%
a. On campus	86%
b. Off campus	24%
Regarding	
c. Major requirements	86%
d. Pre-professional opportunities	38%
e. General education requirements	43%
f. Eligibility for UCLA	38%
7. Participating in the Summer Orientation Program	24%
8. Participating in other summer programs	0%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	67%
b. Your department or unit	91%
c. Other departments or units	14%
2. Admission to UCLA	52%
3. Registration and enrollment	57%
4. General education requirements	57%
5. Major requirements	95%
6. Degree progress	95%
7. Vocational and career goals	76%
8. Personal problems and concerns	67%
9. Remedial work	29%
10. Academic resources and student improvement services (referrals)	33%
11. Program changes/new programs	48%
12. Campuswide student complaint procedures (academic)	5%
13. Undergraduate educational opportunities other than UCLA	19%
14. Financial aid	33%
15. Procedures for changing major/college	57%
16. Awards and academic honors	33%
17. Probation/subject to dismissal/minimum progress	43%
18. Internship programs (EXPO, departmental, etc)	14%
19. Post-graduate opportunities	62%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	19%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	52%
2. Developing junior college articulation agreements	5%
3. Planning departmental schedule of classes	48%
4. Revising and updating Catalog	67%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	62%
6. DSIR	29%
7. Budgeting	24%
8. Supervising staff	38%
9. Processing applications for admission	48%
10. Maintaining student files	57%
11. Processing student forms	62%
12. Maintaining enrollment records	48%
13. Serving on or consulting with academic policy committees	29%
14. Acting as liaison to other departments or programs	43%
15. Coordinating teacher evaluation	24%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to you unit?

Very important	38%
Important	33%
Somewhat important	19%
Not important	5%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	29%
Important	33%
Somewhat important	29%
Not important	0%

3. How do you think your students perceive your advising role/function?

Very important	19%
Important	57%
Somewhat important	14%
Not important	0%

4. How do you think the University perceives counseling/advising services?

Very important	29%
Important	38%
Somewhat important	19%
Not important	5%

SUMMARY OF CHAPTER 8B

The data in this chapter represents the average of the graduate school personnel responsible for counseling/advising in departments/programs with no undergraduate component (i.e., Comparative Literature, Folklore/Mythology, Germanic Languages and Near Eastern Languages). The reader is requested to consider the information in this chapter with a different perspective. The personnel in this unit deal primarily with the graduate student population, and their counseling activities should be viewed in this respect.

Category 1

Eighty-one percent of the respondents rely on manuals and catalogs as preparation for their counseling responsibilities. This is followed by "trial and error" (67%), "degree in field" (38%), "training by supervisor" (29%), "degree in counseling" (5%) and "specific training program" (5%).

Category 2

Average number of students under jurisdiction of each counselor/advisor: 109 students

Average number of hours available for advising per day: 4.4 hours

Seventy-six percent of the respondents meet with students on a voluntary basis, while 24% meet with them on a mandatory basis. Fifty-two percent plan student course schedules.

Over 50% of those responding advise in the following areas:

Degree progress	95%
Major requirements	95%
Academic rules and regulations of department/unit	91%
Vocational and career goals	76%
Academic rules and regulations of College/School	67%
Personal problems and concerns	67%
Post-graduate opportunities	62%
General education requirements	57%
Procedures for changing major/college	57%
Registration and enrollment	57%
Admission to UCLA	52%

Less than 50% of those responding advise in the following areas:

Program changes/new programs	48%
Probation/subject to dismissal/minimum progress	43%
Academic resources (referrals)	33%

Awards and academic honors	33%
Financial aid	33%
Remedial work	29%
Special programs	19%
Undergraduate educational opportunities other than UCLA	19%
Academic rules and regulations of other departments/units	14%
Internship programs	14%
Campuswide student complaint procedures	5%

In addition, 86% of the respondents advise prospective UCLA students (86% on campus; 24% off campus). Twenty-four percent participate in Summer Orientation; none participate in any other summer program.

Category 3

Over 50% of those responding perform the following administrative responsibilities:

Revising and updating Catalog	67%
Preparing informational/advising publications	62%
Processing student forms	62%
Maintaining student files	57%
Answering student correspondence	52%

Less than 50% of those responding perform the following administrative responsibilities:

Maintaining enrollment records	48%
Planning departmental schedule of classes	48%
Processing applications for admission	48%
Acting as liaison to other departments/programs	43%
Supervising staff	38%
Data System of Instructional Resources (DSIR)	29%
Serving on or consulting with academic policy committees	29%
Budgeting	24%
Coordinating teacher evaluation	24%
Developing junior college articulation agreements	5%

Graduate school personnel do not deal with administrative responsibilities oriented for undergraduates.

Category 4

This section deals with the perceptions of the departmental graduate school personnel involved in counseling activities. Seventy-one percent feel their role is "very important" or "important." Considering these two classifications, supervisors receive 62%, students receive 76% and the University receives 67%.

CHAPTER 9

SCHOOLS OF NURSING & PUBLIC HEALTH

CATEGORY 1 - EDUCATIONAL BACKGROUND AND TRAINING OF ACADEMIC COUNSELORS/ADVISORS

1. Average number of years employed by UCLA	8.9	years
2. Average number of years served as counselor/advisor	5.9	years
3. Educational background for staff counselors		
a. No degree	NA	
b. AA degree	NA	
c. BA degree	NA	
d. Advanced degree	NA	
For faculty advisors		
e. Tenured	NA	people
f. Non-tenured	NA	people
4. Preparation for counseling/advising responsibilities		
a. Degree in counseling	0%	
b. Degree in field	42%	
c. Specific training program	0%	
d. Training by supervisor	42%	
e. Manuals, catalogs, etc	58%	
f. Trial and error	42%	

CATEGORY 2 - ACADEMIC ADVISING SERVICES

Average number of students under jurisdiction of each counselor/advisor	62	students
Types of services provided by counselors/advisors:		
1. Meeting with students		
a. On a mandatory basis	33%	
b. On a voluntary basis	75%	
c. By appointment	66%	
d. On a drop-in basis	66%	
e. Average number of hours available for advising per day	5.5	hours
2. Planning student course schedules	58%	
3. Keeping a record of appointments	25%	
4. Informing students of the complaint procedure within the unit	58%	
a. Percent of units with student complaint procedures	66%	
5. Advising/counseling graduate students	66%	

CATEGORY 2 (cont)

6. Advising prospective UCLA students	58%
a. On campus	86%
b. Off campus	43%
Regarding	
c. Major requirements	100%
d. Pre-professional opportunities	43%
e. General education requirements	100%
f. Eligibility for UCLA	71%
7. Participating in the Summer Orientation Program	25%
8. Participating in other summer programs	17%

Areas of academic advising:

1. Academic rules and regulations of	
a. College or School	75%
b. Your department or unit	83%
c. Other departments or units	8%
2. Admission to UCLA	58%
3. Registration and enrollment	66%
4. General education requirements	66%
5. Major requirements	83%
6. Degree progress	75%
7. Vocational and career goals	75%
8. Personal problems and concerns	58%
9. Remedial work	25%
10. Academic resources and student improvement services (referrals)	58%
11. Program changes/new programs	50%
12. Campuswide student complaint procedures (academic)	17%
13. Undergraduate educational opportunities other than UCLA	0%
14. Financial aid	25%
15. Procedures for changing major/college	33%
16. Awards and academic honors	42%
17. Probation/subject to dismissal/minimum progress	66%
18. Internship programs (EXPO, departmental, etc)	0%
19. Post-graduate opportunities	50%
20. Special programs (EAP, Honors Collegium, Freshman Summer Program, etc)	0%

CATEGORY 3 - ADMINISTRATIVE RESPONSIBILITIES

1. Answering student correspondence	25%
2. Developing junior college articulation agreements	8%
3. Planning departmental schedule of classes	42%
4. Revising and updating Catalog	58%
5. Preparing informational and advising publications (manuals, bulletins, information sheets, etc)	58%
6. DSIR	0%
7. Budgeting	0%
8. Supervising staff	17%
9. Processing applications for admission	25%
10. Maintaining student files	50%
11. Processing student forms	33%
12. Maintaining enrollment records	25%
13. Serving on or consulting with academic policy committees	33%
14. Acting as liaison to other departments or programs	25%
15. Coordinating teacher evaluation	8%

CATEGORY 4 - PERCEIVED IMPORTANCE OF ACADEMIC ADVISING

1. How do you (the counselor/advisor) perceive the importance of your advising role/function to your unit?

Very important	58%
Important	33%
Somewhat important	0%
Not important	8%

2. How do you think your supervisor perceives your advising role/function in the unit?

Very important	33%
Important	42%
Somewhat important	8%
Not important	8%

3. How do you think your students perceive your advising role/function?

Very important	33%
Important	42%
Somewhat important	17%
Not important	8%

4. How do you think the University perceives counseling/advising services?

Very important	17%
Important	58%
Somewhat important	17%
Not important	0%

SUMMARY OF CHAPTER 9

The data in this chapter deals specifically with the professional undergraduate areas of the Schools of Nursing and Public Health.

Category 1

Manuals and catalogs are the most highly used preparation for counseling responsibilities (58%). However, 42% of the respondents indicate a "degree in field"; this is most significant because of the professional nature of the Schools. Evident is the fact that there is no "specific training program" (0%) for advisors.

Category 2

Average number of students under jurisdiction of each counselor/advisor: 62 students

Average number of hours available for advising per day: 5.5 hours

Seventy-five percent of the respondents meet with students on a voluntary basis, while 33% meet with them on a mandatory basis. Fifty-eight percent plan student course schedules.

Over 50% of those responding advise in the following areas:

Academic rules and regulations of department/unit	83%
Major requirements	83%
Academic rules and regulations of College/School	75%
Degree progress	75%
Vocational and career goals	75%
General education requirements	66%
Probation/subject to dismissal/minimum progress	66%
Registration and enrollment	66%
Academic resources (referrals)	58%
Admission to UCLA	58%
Personal problems and concerns	58%
Post-graduate opportunities	50%
Program changes/new programs	50%

Less than 50% of those responding advise in the following areas:

Awards and academic honors	42%
Procedures for changing major/college	33%
Financial aid	25%
Remedial work	25%

Campuswide student complaint procedures	17%
Academic rules and regulations of other departments/units	8%
Internship programs	0%
Special programs	0%
Undergraduate educational opportunities other than UCLA	0%

In addition, 66% of the respondents counsel graduate students, and 58% advise prospective UCLA students (86% on campus; 43% off campus). Twenty-five percent participate in Summer Orientation; 17% in other summer programs.

Category 3

Over 50% of those responding perform the following administrative responsibilities:

Preparing informational/advising publications	58%
Revising and updating Catalog	58%
Maintaining student files	50%

Less than 50% of those responding perform the following administrative responsibilities:

Planning departmental schedule of classes	42%
Processing student forms	33%
Serving on or consulting with academic policy committees	33%
Acting as liaison to other departments/programs	25%
Answering student correspondence	25%
Maintaining enrollment records	25%
Processing applications for admission	25%
Supervising staff	17%
Coordinating teacher evaluation	8%
Developing junior college articulation agreements	8%
Budgeting	0%
Data System of Instructional Resources (DSIR)	0%

Category 4

This section deals with the perceptions of the Nursing and Public Health staff personnel involved in counseling activities. Ninety-one percent feel their role is "very important" or "important." Considering these two classifications, supervisors receive 75%, students receive 75% and the University receives 75%.

SECTION II

IDENTIFICATION OF NEEDS AND SUPPORTS

IDENTIFICATION OF NEEDS AND SUPPORTS

The data in this section represents that portion of the survey requesting identification of needs and supports of staff counselors and faculty advisors. The responses are collated into general headings for purposes of tabulation; the material is divided into five parts to enable the reader to discern the major concerns of each of the main groups.

Part I - Departments

Thirty departmental staff personnel returned the questionnaire. Seventy percent respond affirmatively to the question: "Would you be interested in In-Service Training Programs? If so, please list a few topics you would like to see covered in such programs."

Training/workshop topics requested include:

*Admissions procedures
*Breadth requirements
Clarification of career goals
Communication skills
*Evaluation procedures
*Financial aid requirements
*General rules and regulations
International student evaluations
Interviewing techniques
Proposal writing
Relationship between the Colleges and departments

*Those requesting the starred information are counselors relatively new to their position.

Sixty-three percent of the respondents indicate their concerns under the "Needs and Supports" section of the survey as follows:

Need for space and private offices

Timely receipt of Admissions evaluations of credit from other colleges and universities, especially for new advanced standing students

Broader dissemination of information on policy changes in the Colleges and departments

Concern for limitations in current job classifications and salary ranges

Recognition of professional status of academic counselors/advisors

Increased efficiency in and coordination with the Registrar's Office and Admissions Office concerning student records, transcripts, etc

EDUCATIONAL DEGREE BACKGROUND WITHIN THE DEPARTMENTS AND YEARS EMPLOYED BY UCLA

Years Employed	AA	BA/BS	MA/MS	PhD/EdD	No Degree	Other
0 - 5		8	3		2	
5 - 10		3	2		1	
10 - 15		5	2		2	
15 - 20			2			
20 or more						

Part II - Colleges

Fifteen College staff counselors returned the questionnaire. Eighty-seven percent respond affirmatively to the question concerning in-service training programs.

Training/workshop topics requested include:

Advising of foreign students and students of various cultures
Assertion and stress management training
New computer system in Admissions Office and Registrar's Office
Orderly flow of information (i.e., use of memos)

Fifty-three percent of the respondents indicate their concerns under the "Needs and Supports" section as follows:

Larger staff needed to serve students

Timely receipt of Admissions evaluations of credit from other colleges and universities, especially for new advanced standing students

Effective communication and cooperation with other offices and advisors

Effective communication from department to College (i.e., changes in major requirements, etc)

Increased efficiency in and coordination with the Registrar's Office and Admissions Office concerning student records, transcripts, etc

Effective coordination of student support services

EDUCATIONAL DEGREE BACKGROUND WITHIN THE COLLEGES
AND YEARS EMPLOYED BY UCLA

Years Employed	AA	BA/BS	MA/MS	PhD/EdD	No Degree	Other
0 - 5		1	4			
5 - 10		2				
10 - 15		1		1		
15 - 20		2	1			
20 or more		1	1			1

Part III - Student Support Services

Seventeen support services staff personnel returned the questionnaire. Seventy-six percent respond affirmatively to the question concerning in-service training programs.

Training/workshop topics requested include:

Advising of foreign students and students of various cultures
Career options
Financial aid
Listening techniques
University procedures

Sixty-five percent of the respondents indicate their concerns under the "Needs and Supports" section as follows:

Need for space and private offices

Timely receipt of Admissions evaluations of credit from other colleges and universities, especially for new advanced standing students

Increased efficiency in and coordination with the Registrar's Office and Admissions Office concerning student records, transcripts, etc

Names of interested faculty members and graduate students willing to interact with new students

Counselors' manual of resources, campus programs and services

EDUCATIONAL DEGREE BACKGROUND WITHIN THE SUPPORT SERVICES
AND YEARS EMPLOYED BY UCLA

Years Employed	AA	BA/BS	MA/MS	PhD/EdD	No Degree	Other
0 - 5		6	2		1	
5 - 10		3	1			
10 - 15			1		1	
15 - 20		2				
20 or more						

Part IV - Professional Schools and Graduate Programs

Eighteen staff personnel from the Professional Schools and Graduate Programs returned the questionnaire. Thirty-nine percent respond affirmatively to the question concerning in-service training programs.

Training/workshop topics requested include:

Advising of foreign students and students of various cultures
Career options
Financial aid
Listening techniques
Stress management
University procedures

Thirty-nine percent of the respondents indicate their concerns under the "Needs and Supports" section as follows:

Broader dissemination of information on policy changes in the Colleges and departments

Effective communication and cooperation with other offices and advisors

Recognition of professional status of academic counselors/advisors

Accuracy and consistency of information received

Freedom from clerical duties to spend more time counseling

EDUCATIONAL DEGREE BACKGROUND WITHIN THE PROFESSIONAL SCHOOLS AND YEARS EMPLOYED BY UCLA

Years Employed	AA	BA/BS	MA/MS	PhD/EdD	No Degree	Other
0 - 5		2	6	4		
5 - 10					1	
10 - 15	1				2	
15 - 20		1			1	
20 or more						

Part V - Faculty

Sixty-three faculty advisors returned the questionnaire. Ten percent respond affirmatively to the question concerning in-service training programs.

Training/workshop topics requested include:

Activities of student organizations
Dealing with emotionally disturbed students
Information on concurrent programs and joint degrees
Information on petitions
Methods of motivating students to take advantage of services
Training program for faculty advisors

Thirty-two percent of the respondents indicate their concerns under the "Needs and Supports" section as follows:

Additional staff; trained staff counselors

Need for space and private offices

Central information office

Timely receipt of Admissions evaluations of credit from other colleges and universities, especially for new advanced standing students

Way of determining who is responsible for students whose English is insufficient

SUMMARY

In-Service Training

While each group has specific requests for information and training, two basic categories emerge which can be formulated into a series of in-service programs. The first of these involve informational meetings dealing with the procedures, rules and regulations of the various departments, Colleges, Schools, units and the University as a whole. The second area of training centers around interpersonal skills and behavior modification.

Needs and Supports

A significant number of the respondents indicate that they feel a lack on the part of their particular unit and the University of recognition of their professional status as counselors/advisors. Forty-three percent of the respondents have been appointed to counseling/advising responsibilities within the last five years; 92% of those have a bachelor's degree or higher.

In all five groups, there is definite recognition of a need for increased communication, cooperation and coordination between all student-related units within the University.

Concern is also expressed for additional staff, private offices, additional space, and a reevaluation of the staff job classifications and salary ranges.

SECTION III

PERCEPTIONS OF DEANS, DIRECTORS AND CHAIRS

PERCEPTIONS OF DEANS, DIRECTORS AND CHAIRS

This survey was distributed to Deans, Directors and Chairs involved in undergraduate education (see Appendix C). The purpose of the survey was to ascertain their perceptions regarding the role of the counselor/advisor. Of the 49 surveys distributed, 16 or 33% were returned.

Three units state that they have no staff counselor (only faculty); six units note no faculty advisors (only staff). The responses are collated into general headings for the purpose of tabulation. The main areas indicated are as follows:

Most Important Responsibilities of Counselor/Advisor

	Staff	Faculty
Advise students	63%	63%
Disseminate information on rules/regulations/procedures	44%	---
Maintain student records/process paperwork	31%	---
Act as liaison between students, faculty and administration	25%	6%
Advise on personal problems	13%	13%
Prepare informational material	13%	---
Answer correspondence	6%	---
Advise prospective students	6%	---

The second question of the survey asks what personal characteristics the Deans, Directors and Chairs feel their counselors/advisors should have. Again, the answers are collated under general areas and are listed below:

Most Important Personal Characteristics

	Staff	Faculty
Responsive to student needs	50%	50%
Positive attitude/openness	25%	6%
Sensitive	25%	---
Honest	19%	6%
Patient	19%	19%
Skilled in communicating	13%	13%
Resourceful	6%	---
Knowledgeable in the field	6%	---
Reliable	6%	---

Question 3 asks who, in the opinion of the Deans, Directors and Chairs, are the five most important people to an undergraduate student at UCLA. The following lists the percent of responses for each "person":

Most Important People to Undergraduates

Professor	88%
Department Counselor	81%
Peers	44%
Faculty Advisor	31%
Teaching Assistants	25%
Administrators	19%
Coaches	13%
Dean	13%
Letters and Science Counselor	13%
Administrative Assistant	6%
Chairman	6%
College Degree Clerk Staff	6%
Financial Aid Officer	6%
Parking Service Employee	6%
Psychological Counselor	6%
Reference Librarian	6%
Tutor	6%

In Question 4 ("What is the best training an academic counselor/advisor can have?"), the responses to the list provided are:

Degree in field	56%
Specific training program	38%
Degree in counseling	19%
Trained by supervisor	19%
Manuals, catalogs	13%

In the "Other" category under Question 4, the following are cited:

Experience and feedback from administration concerning degree requirements

Continued in-service training

Having gone through the UCLA system

Desire to help undergraduates

Combination of above (meaning list of areas)

Imagination, heart, sympathy, understanding

Question 5 asks what in-service training programs would be beneficial to the counseling staff. The answers received can be categorized into three major areas:

Information meetings on a variety of topics (including University organization, procedures, student-related services, meetings with College of Letters and Science counselors, meetings with other counselors, etc)	63%
Sessions on counseling/advising techniques (including communication skills, interpersonal relationships, listening, etc)	38%
Development of a training program for new counselors and advisors (including information on University/ College procedures, student services, etc)	19%

The prime concern expressed in this section is for dissemination of current information and available training for the counselor in the unit.

The last section of the survey requests comments from the Deans, Directors and Chairs on how they perceive the role of the personnel in their unit and what the purpose of the service is. Eighty-one percent responded. The comments are directly quoted as follows (excluding names of personnel and unit):

1. We believe the counseling given in the _____ Department is the best in the College of _____.
2. Advising personnel in the _____ Department have the responsibilities of advising students regarding departmental requirements and seeing that departmental standards are maintained by determining that such requirements are satisfactorily completed.
3. To support the Department in its effort to provide an excellent education to its students; to assist the Department in improving its educational programs for students; and to support our students by helping them make informed choices among courses and programs by assisting them in overcoming obstacles to their progress through our program, and by helping them integrate their educational experiences, career goals and life plans.
4. This person is a key to keeping students in school as a contact person for advice, conversation, crisis intervention and various types of assistance. He is a type of Ombudsman.
5. Absolutely essential to enable students to receive proper advice, especially due to the size of UCLA and the time demands on the faculty.

6. Advising is the responsibility of the faculty with backup and assistance from the staff. The purpose is to assist the student but should not relieve the student of responsibility for planning academic career.

7. Be concerned and pay attention to the practical needs of students—that they not become academic casualties because of poor course planning or academic deficiencies. Keep records up-to-date and organized for efficiency and accuracy.

   Meet and confer with every pre-major and major in the department at a minimum of once a year to review progress and explore needs. Keep records of these conferences.

   Operate an office that is inviting and personalized to which students and faculty feel welcomed and consequential human beings. Deliver services willingly and pleasantly. Serve as a resource center.

   I consider our counselor and her assistant to have an indispensable role. While professors do research, write and teach, the Counseling Office provides cohesion centered on personalized services with no other responsibilities outside and apart from assisting students to achieve and succeed in a large and diverse academic community. We need to be reminded that the University is because of students, and the role of our staff is to assist in confirming that fact.

8. Serve the needs of the _____ undergraduates.

9. My counselors are here to serve the interests of the students in providing information needed to plan academic programs, as well as to guide them in the development of mental and emotional maturity and to identify _____ aptitude problems which can be corrected in order to prepare the students for _____.

10. To orient undergraduates; to inform them on all the possibilities of our program.

11. Useful means of encouraging students and directing them to appropriate courses and careers. It is a vital part of our undergraduate program.

12. Within our department the counseling and advising is the most important function. Students at a large university need to be able to communicate with knowledgeable people to ensure their progression toward their degree. We encounter many students who have no direction in their route toward the degree. Our counselors are the key to our students' success.

13. Integrate University regulations and procedures with student's particular needs, capacities and demands. Anticipate problems and opportunities; disseminate information; make referrals when necessary.

These comments indicate that counseling/advising functions are important to the success of the unit. Service to students is not only expected but supported by the heads of these units.

RECOMMENDATIONS

RECOMMENDATIONS

In evaluating the data included in this study, we discovered several strengths inherent in the current system, including:

—a strong commitment on the part of the current staff and faculty which is reflected in: 1) the willingness to deal with unusually large numbers of registered students (often in physically adverse conditions, e.g., shared offices—no privacy), 2) the willingness to counsel prospective students and 3) a concern for the establishment of a strong communications network and an extensive in-service training program

—perception by the counselors and advisors of the high importance of their roles

—the accessibility of available counseling services on campus in the Colleges, Schools, departments, student support units and peer networks

—the availability of necessary materials and services, such as Psychological and Counseling Services, Placement and Career Planning Center (PCPC), auxiliary student services, record cards and evaluations

—broad representation in a professional association (Organization of Counselors and Advisors) which focuses on counseling and advising issues

On the basis of these recognized strengths we offer the following recommendations identified from concerns and needs expressed in the survey:

1. Resources

The current level of financial support to advisory services at UCLA is grossly inadequate. While academic advising services are essential for a positive educational experience, administrators and unit heads do not acknowledge an understanding of this in terms of financial allocation. It seems apparent that UCLA is definitely understaffed in terms of the number of undergraduates seeking counseling compared to the number of counselors available—both in the Colleges and in the departments. The level of frustration on the part of both students and counselors has increased perceptibly with increased enrollment.

The potential solutions here listed all require differentiated levels of additional support:

a. The current counseling staff needs to be augmented and would be better able to devote more time to counseling if the administrative responsibilities were reduced.

b. Other areas requiring more resources have been noted in the survey (e.g., private office space, support staff, and specialized equipment and materials).

c. The catalog as it now exists is a difficult tool to utilize. Since the catalog is the primary tool used by counselors/advisors, it would add to the efficiency of the service if this publication was presented in a more logical format and printed in larger type, and if all counselors/advisors received spiral interleafed copies in order to make corrections. In addition, the accuracy of information contained in the catalog should be examined, and corrections should be made to erroneous information.

d. It is important that microfiche readers be made available to all counselors/advisors to conform with the new records system. Training sessions on the Student Records System (SRS) should be made available to all counselors/advisors. A system of input should be established so that the needs of the Colleges and departments could be fully articulated.

2. Professionalism

A significant number of respondents indicate they feel a lack of recognition on the part of their particular unit and of the University regarding their professional status as counselors and advisors.

Solutions include:

a. The issuing of a statement by the administration regarding the definition and importance of academic advising services, combined with required standards for the adoption of the stated policy

b. A change in attitude by Deans, Directors and Chairs to reflect that academic counseling and advising is critical to the complete education of the student

c. Recognition within the Colleges, departments and support services of excellence in counseling and advising

d. Maintaining and strengthening the Pat Stern Award for excellence in counseling and advising through the Organization of Counselors and Advisors

e. Recognition systemwide of outstanding achievement in counseling and advising

f. Establishment of a systemwide professional counseling organization to create a communication network between campuses and to support the professional level of counseling services

3. Job Classification

A large majority of counseling staff personnel responding express a concern regarding the lack of upward mobility in the existing Counselor job classification.

The solution to this problem is systemwide acknowledgment and recognition of the professional nature of counseling and to provide job classifications to facilitate advancement.

4. Training Program

There is an expressed need for a program to be established by the University for the training of staff counselors and faculty advisors. The Organization of Counselors and Advisors (established in January 1977) is offering to its membership some of the workshops and in-service training programs requested in Section II. This is being done, however, with no formalized structure as to the sequence. Because of the limited release time given to members for the workshops and the modest budget of the Organization to cover the cost of behavior modification sessions, it is not possible to augment the program at this time.

The Task Force feels that the development of a formalized training program is the solution mandated in order to enhance the quality of undergraduate academic advising services provided by the counseling network at UCLA and to increase the efficiency of the personnel involved.

In order for a program of this nature to succeed, it needs the support and encouragement of the heads of all units involved, specifically in granting release time for staff and faculty to participate.

Other major considerations are:

a. Budget

b. Space for workshops and classes

c. Continued cooperation of the Psychological and Counseling Services to provide behavior modification sessions for personnel on a regular basis

d. Whether participation in the program can be a factor in determining merit increases for staff and faculty

e. A system of rewards or recognition for staff who act as facilitators for the informational workshops

f. Should the program be mandatory or voluntary

Please see Appendix D for a more specifically outlined training program.

5. Manual

In the survey, virtually every group involved in academic advising services, including staff, faculty and support units, identifies catalogs and manuals as the predominant training resource tool. The catalog is discussed in the recommendation on Resources (number 1). At this time there is no academic advising manual at UCLA. There is great potential for such a manual, particularly in allowing the counselor quick access to accurate information and in listing areas for cohesive referral. Therefore, we recommend that a versatile and flexible manual be developed by a task force specifically for academic advisors and that it be appropriately updated on a regular basis. That task force will determine the content and format of the suggested manual.

6. Communication Between Networks

Many respondents to the questionnaire indicate an inability to find out information known within other academic departments or counseling facilities or a disappointment that counselors in other departments and offices do not know new policies, requirements and regulations.

Solutions include:

a. The aforementioned counselors' manual

b. Use of a central office by counselors to check on new information (see Executive Summary)—rotational service by professional counselors in this office is recommended

7. Records

Four out of five units (departments, Colleges, faculty and support services) participating in the survey indicate a need for more timely receipt of records from student service offices. Both the Admissions and Registrar's Offices are identified as units with which closer communications need to be developed.

Solutions include:

a. Review of the internal flow of received documents in both offices

b. Additional staff to process documents and Admissions evaluations

c. Earlier contact with new students to notify them of missing documents that hinder the evaluation process

d. Review of the current Admissions documents that facilitate requests for transcript evaluations for continuing students

e. Review of the process in the Registrar's Office that informs continuing students and relevant advisors of procedures and materials necessary for progress towards graduation

During the 18 months in which the Task Force has been engaged in the preparation of this report, Director of Admissions Rae Lee Siporin has demonstrated initiative and sensitivity in more efficiently providing the evaluations of new student records.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

We would feel remiss in our responsibilities if we did not comment on our insights and observations, as together we have spent the past eighteen months assembling and evaluating the data presented herein. Let it be noted that as with some of the problems listed in the Recommendations section, many of the additional areas which require attention are complex, elusive and based on a network of preexisting attitudes. We offer them out of both a genuine concern and a belief that with thought and communication academic advising services at UCLA can be further improved.

In working together and talking with others involved in academic advising services, we have discovered some areas of general concern to academic advisors, including student attitude and counselor "burnout." Specific discussion of these follows.

Student Attitude

Counseling is a communications-oriented activity based on successful completion of the process. No matter how clearly the counselor perceives that he or she has communicated, one must still measure clarity and success in the interaction by the perception of the receivers or students. Therefore, the attitude of the student towards advising services will impact the process, as will his or her perception of the counselor and of the information. Counselors often show clarity where there was indecision, give alternatives where there seemed to be none and offer guidance and referrals. The results of these interviews are most often stimulating and rewarding. However, counselors are also responsible for indicating to students the seriousness of their academic difficulties and for denying many of their requests. In addition, because of the heavy student loads carried by counselors, it often takes time and perseverance for a student to be so advised.

Students often set high expectations for counselors based on unrealistic premises ("this person can solve my complex problem in fifteen minutes") or predetermine that the interview will be unsuccessful. These can become self-fulfilling prophecies and result in a network of students disconcerted not because of the level of services but because they do not understand the process or potential for academic advising. In some cases this in turn can lead to frustration for the counselor. The result—a breakdown in the communication system. As evidenced by recent concerns expressed in the Daily Bruin and through student government, students feel that current counseling/advising services are inadequate.

The solution is not an easy one. Improving communication and understanding are long processes. Some possibilities follow:

1. Administrators, faculty and counselors need to give priority to the establishment of a well-defined statement of what comprises academic advising services.
2. This statement should be made available to students to enable them to maximize their potential and to enhance their understanding of the process.
3. Students should be encouraged to use advising services.
4. Advising staffs should be enlarged to accommodate students with "emergencies."
5. There should be an emphasis on the positive benefits a student can reap from advising services.
6. There should be a continuing dialog between administrators, faculty, advisors and students regarding academic advising.

An additional concern indicated by students is "a counselor is never there when you need one" or "the counselor you find is not the one who knows the answer to your question" or "you have to wait too long for the one(s) who can answer your question or solve your predicament!"

Solutions include:

1. Short term: a counselors' manual that includes clear referral information; encouragement of better use of basic resource material (i.e., training of students by the Orientation staff in the use of the catalog, Finders Keepers and other such publications)
2. Long term: a centralized information services office that can offer accurate, effective and complete referral for any given problem of complex of problems. The office ought to be clearly identifiable, as well as accessible to all students in person and/or by phone at times beyond the normal 8 to 5 hours (during which most campus offices are open), including evenings and parts of weekends. Such an office should include a "hotline" and be staffed by professional counselors. The office also represents a potential vehicle for the training of campus counselors.

Counselor "Burnout"

A working professional, when asked to repeat routine functions numerous times within a workday, is going to suffer certain frustrations. Counselors constantly find themselves answering the same questions (each time trying to make it sound fresh) and preparing the same paperwork until it reaches a level of tedium. As a result, a sizable number of counselors "burnout," particularly in

their first five to seven years. People advising for longer than that usually generate new responsibilities in order to keep themselves challenged and productive. Counselor "burnout" is a complex problem and one without simplistic or traditional solutions.

Possible solutions include:

1. Audiovisual services which handle certain repeated tasks so as to free the counselor for other responsibilities, i.e., information on the receipt and removal of "I" (Incomplete) grade, procedures for drop/add, etc
2. Recognition that academic advising encompasses some facets of career and guidance counseling
3. Training programs to develop awareness in these areas
4. Support staff to assist with paperwork and a simplification of processes where possible
5. Creative networking of counselors, such as in the Organization of Counselors and Advisors, so as to develop new areas and new approaches to existing areas of academic services
6. Recognition of the professional status of counselors and advisors by administrators, faculty and students

Respectfully submitted,

OCA Task Force

APPENDICES

LOS ANGELES: OFFICE OF THE ASSOCIATE VICE CHANCELLOR
UNDERGRADUATE AFFAIRS

APPENDIX A

March 21, 1979

Dear Colleague:

In recognition of the increasingly important role of undergraduate academic advising on our campus, we are attempting to identify counseling/advising services available to our students. Under the sponsorship of my office, a Task Force from the Organization of Counselors and Advisors will be conducting a survey of all undergraduate academic advising/counseling resources. (For purposes of this study, we will regard counseling and advising as one and the same.)

The enclosed questionnaire represents the first step in this process. Its purpose is to develop a complete list of all persons currently engaged in advising and to elicit your general assessment of the resources available to you for this purpose. We would appreciate your cooperation in returning this brief survey in the enclosed envelope. The results of the final survey will be furnished to you.

Sincerely,

J.C. Ries
Associate Vice Chancellor

JCR/jt
Enclosure

UNIVERSITY OF CALIFORNIA—(Letterhead for interdepartmental use)

UNDERGRADUATE

1. Please list those who are doing undergraduate academic advising and/or counseling in your department, office or division.

Name	(please check appropriate category for each name) Faculty	Staff
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

If additional space is needed, please use a separate piece of paper.

2. If you have faculty advisors, for how long are they appointed?

____1- or 2-year appointment ____more than 2-year appointment

3. If you have listed staff personnel, who supervises their counseling/advising activities?

_____ _____

_____ _____

4. In general, do you feel you have adequate resources and staff for academic counseling and advising services? Yes ____ No ____

If no, please specify: _____

_____

_____

_____

_____

_____

_____

Signature _____

Title _____

GRADUATE

1. Is there anyone in your department/school who advises UCLA undergraduates in preparation for your graduate program?

   Yes ____ No ____

   If yes, please list: (please check appropriate category for each name)

Name	Faculty	Staff

2. In general, do you feel you have adequate resources and staff for academic counseling and advising services? Yes ____ No ____

   If no, please specify: _____

Signature _____

Title _____

Los Angeles: Organization of Counselors and Advisors

APPENDIX B

October 5, 1979

Dear Colleague:

In order to identify all undergraduate academic advising services available to UCLA students, a Task Force from the Organization of Counselors and Advisors is conducting a survey under the sponsorship of the Office of Undergraduate Affairs.

You have been identified by your Chair/Dean/Director as an undergraduate staff counselor or faculty advisor. We consider it vital that we have information from you regarding your counseling/advising activities to complete our study.

The Task Force would appreciate your filling out the enclosed questionnaire and returning it to us no later than October 19th. While individual identities will remain confidential, the results of this questionnaire will be tabulated and become a part of the official report submitted to the administration. It is conceivable that further information may be solicited from you by interview.

Should you have any questions regarding the questionnaire, feel free to contact me at extension 54761.

Please return the completed questionnaire to:

OCA Task Force
c/o Mara Greene
A311 Murphy Hall
Campus

We appreciate your assistance and cooperation in this most important survey.

Sincerely,

Linda Palmer

(Miss) Linda Palmer
Chair, OCA Task Force

NAME _____

Faculty/Staff _____

Department/College/Office _____

How long have you been employed by UCLA? _____

How long have you served as a Counselor/Advisor? _____

FOR STAFF ONLY:

What is your educational background (degrees & areas)?

_____

_____

What is your professional background (academic and non-academic)?

_____

_____

Approximate number of students under your jurisdiction _____

Do you meet your students on a _____mandatory basis; _____voluntary basis?

Available hours for advising _____
(Please specify)

Do you see students: _____by appointment; _____drop-in basis?

Average number of daily student contact hours during regular academic quarter _____

Please check those items on which you advise/counsel:		Check here if you would like more information or training:
	Academic rules & regulations of:	
_____	College or School	_____
_____	your department or unit	_____
_____	other departments or units	_____
_____	Admission to UCLA	_____
_____	registration and enrollment	_____
_____	general education requirements	_____
_____	major requirements	_____
_____	degree progress	_____
_____	vocational and career goals	_____
_____	personal problems and concerns	_____

Please check those items on which you advise/counsel:		Check here if you would like more information or training:
_____	remedial work	_____
_____	academic resources and student improvement services (referrals)	_____
_____	program changes/new programs	_____
_____	campus-wide student complaint procedures (academic)	_____
_____	undergraduate educational opportunities other than UCLA	_____
_____	financial aid	_____
_____	procedures for changing major/college	_____
_____	awards and academic honors	_____
_____	probation/subject to dismissal/ minimum progress	_____
_____	internship programs (EXPO, departmental etc.)	_____
_____	post-graduate opportunities	_____
_____	special programs (EAP, LDP, Freshman Summer Program, etc.)	_____
_____	OTHER: _____	
	_____	
	_____	
	_____	

Do you plan student course schedules? _____

Do you keep a record of your appointments? _____

Is there a student complaint procedure in your unit? _____

If so, do you inform students of it? _____

Do you advise/counsel graduate students? _____

Does your department screen undergraduate admissions applications? _____

If so, are you directly involved with the process? _____

Do you advise prospective UCLA students? _____

If so, On campus _____; Off campus _____

Regarding: Major requirements _____

pre-professional opportunities _____

general education requirements _____

eligibility to the University _____

Are you principally responsible for student correspondence in your unit?_____

Are you involved with articulation agreements with junior colleges?_____

Other administrative responsibilities:

STAFF: Please check those which are appropriate.

FACULTY: Please check those relevant to your role as faculty advisor.

_____ Planning of departmental schedule of classes
_____ Catalog revision and up-date
_____ Preparation of advising and informational publications (manuals, bulletins, information sheets, etc.)
_____ DSIR
_____ Budget
_____ Supervision of staff
_____ Processing applications for admission
_____ Maintenance of student files
_____ Processing student forms
_____ Maintenance of enrollment records
_____ Service on, or consultation with academic policy committees
_____ Liaison to other departments or programs
_____ Coordination of teacher evaluation
_____ OTHER:_____

_____

_____

_____

Do you participate in the Orientation advising program during the summers?_____

Do you participate in other summer programs?_____

If so, please specify_____

How have you been prepared for your counseling/advising responsibilities?

_____ degree in counseling
_____ specific training program
_____ manuals, catalogs, etc.
_____ degree in field
_____ trained by supervisor
_____ trial and error
_____ OTHER:_____

_____

Have you been involved in any in-service training for counseling?_____

If so, please specify_____

Would you be interested in In-Service Training Programs?_____

If so, please list a few topics you would like to see covered in such programs_____

_____

_____

Are you a member of the Organization of Counselors and Advisors?_____

If so: Do you attend meetings and workshops on a regular basis?_____

Have you served on any committee within the Organization?_____

Office set-up: Single_____

Shared_____

NEEDS AND SUPPORTS: Please give a brief list or statement of the needs and supports needed by you to do an effective counseling/advising job:

REMINDER: INDIVIDUAL IDENTITIES WILL REMAIN CONFIDENTIAL

How do you perceive the importance of your advising role/function to your unit?

_____ very important
_____ important
_____ somewhat important
_____ not important

How do you think your supervisor perceives your advising role/function in the unit?

_____ very important
_____ important
_____ somewhat important
_____ not important

How do you think your students perceive your advising role/function?

_____ very important
_____ important
_____ somewhat important
_____ not important

How do you think the University perceives counselling/advising services?

_____very important
_____important
_____somewhat important
_____not important

Please feel free to make any additional comments you wish.

APPENDIX C

February 28, 1980

TO: DEANS/DIRECTORS/CHAIRS

As you know from our previous correspondence, the Organization of Counselors and Advisors is conducting a survey on undergraduate academic advising services available at UCLA. With your help we have identified the faculty and staff personnel concerned with advising and have sent and received a questionnaire regarding their duties and activities in this area.

Part of the Charge of the Task Force is to ascertain how Deans/Directors/Chairs view the role of the staff counselor and faculty advisor. With this in mind, we ask your cooperation in answering a few questions.

Please answer those applicable to your unit.

(1) What are the most important responsibilities of your

Staff Counselor:	Faculty Advisor:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(2) What are the most important personal characteristics for a

Staff Counselor:	Faculty Advisor:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(3) Who, in your opinion, are the five most important people to an undergraduate student at the University? (academic and non-academic)

_____

_____

_____

_____

_____

(4) What is the best training an academic counselor/advisor can have?

_____degree in field

_____degree in counseling

_____specific training program

_____other (please specify)_____

_____manuals, catalogs, etc

_____trained by supervisor

_____

_____

(5) What in-service training programs would be beneficial to your counseling staff?

Please comment below as to how you perceive the role of the personnel in your unit who do undergraduate advising and what you believe is the purpose of this service.

Your input will be an important part of our study, which along with the questionnaire results will be submitted to the administration for their consideration. Copies of the report will be available upon request.

Thank you in advance for your cooperation.

Sincerely,

Linda Palmer

Linda Palmer, Chair
Organization of Counselors
and Advisors

APPENDIX D

SUGGESTED TRAINING PROGRAM FOR COUNSELORS/ADVISORS

As identified in Section II, the training program can be divided into two categories: 1) informational meetings and 2) behavior modification. Below is a suggested format with a minimum of recommended hours of instruction.

PART I - INFORMATIONAL MEETINGS (all sessions should be accompanied by printed materials for distribution)

Session I - Publications (2 hours)
- UCLA Undergraduate Catalog
- College of Letters & Science Handbook
- Counselors Directory
- Finders Keepers (if retained)
- Schedule of Classes

Session II - Admissions Procedures (2 hours)

Session III - Registrar's Office (3 hours)
- Registration and Enrollment Procedures
- Drop/Add, Incompletes, Grade Changes, etc

Session IV - Confidentiality of Records (2 hours)

Session V - The College/School (4 hours)

Team presentation from College of Letters & Science, College of Fine Arts and School of Engineering covering:
- General operations
- Rules and regulations
- Honors/probation/subject to dismissal/minimum progress
- Concurrent enrollment
- Petitions
- Degree checks
- Exceptions
- ASK Counselors
- Honors Collegium

Session VI - Student Support Services/Special Programs (8 hours)

Academic Advancement Program
Academic Resources Coordination/Orientation
Campus Parking Service
Education Abroad Program
Experimental Educational Programs
Financial Aid
Freshman Summer Program
International Students and Scholars
Office of Residential Life
Ombudsman
Placement and Career Planning Center
Psychological and Counseling Services
Special Services/Veterans Affairs
Student Health Service
Student Legal Services

Session VII - Observation (7 hours)

Ackerman Union during open enrollment period (2 hours)
Window A of Registrar's Office (2 hours)
College/School Office Main Window (3 hours)

PART II - BEHAVIOR MODIFICATION

Session I - Assertion Training (4½ hours)

Session II - Decision Making (4½ hours)

Session III - Value Clarification (3 hours)

Session IV - Process of Referrals (3 hours)

Session V - Non-Verbal Communication (4 hours)

Session VI - Public Speaking, Including Video (6 hours)

Session VII - Stress Management (10 hours)

Session VIII - Communication Techniques/Listening Skills, Including Video (15 hours)